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ABSTRACT

In fall 1988, a study of full-time faculty and staff was conducted at Evergreen Valley College (EVC) to identify factors contributing to burnout and to create opportunities to allievate the problem. The Maslach Burnout Inventory (MBI) was used to assess the level of burnout among full-time faculty, administrators, and classified staff at EVC and among full-time faculty at San Jose City College (SJCC). Subsequently, follow-up interviews were conducted with 24 EVC instructors whose MBI scores indicated that they were experiencing burnout. In addition, interviews were conducted with personnel at institutions that, like EVC, had functioned under a cluster system, in which semi-autonomous units incorporating faculty from all disciplines existed within the college to provide a home base for students. Study findings, based on survey and interview responses and comparisons with a similar study conducted in 1985, included the following: (1) full-time faculty burnout was a significant problem at both EVC and SJCC; (2) the cluster system contributed to the burnout of some faculty; (3) none of the institutions previously organized as cluster colleges were still using the cluster system; (4) gender, ethnicity, and length of service were not significantly related to burnout; (5) 15 EVC faculty and staff who showed no symptoms of burnout in 1985 were experiencing the problem in 1988; and (6) major contributors to burnout were treatment of faculty, budget concerns, administrative style, the cluster system, communication problems, and environmental problems. Based on study findings, it was recommended that the college change from a cluster system to a division-department system. (JMC)

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A STUDY OF FULL-TIME FACULTY BURNOUT AT EVERGREEN VALLEY COLLEGE

by

Tanya Johnson

A Major Applied Research Project presented in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

May, 1989

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Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
Requirements for the Degree
of Doctor of Education

A STUDY OF FULL-TIME FACULTY BURNOUT

AT EVERGREEN VALLEY COLLEGE

by

Tanya Johnson

May, 1989

Faculty burnout is a phenomenon of growing proportions in higher education. The results of a 1985 study of full-time faculty at Evergreen Valley College (EVC) indicated a significant burnout problem, making it imperative to identify the contributing factors and to create interventions for alleviating it. The purposes of this study were to: identify major contributors to EVC full-time faculty burnout; discover what is being done to reduce full-time faculty burnout in other California community colleges that are organizationally similar to EVC; and, devise directions to assist EVC to alleviate its full-time faculty burnout.

The research questions for this study were: Why are EVC full-time faculty experiencing burnout? What degree of full-time faculty burnout is being experienced by other community colleges with similar organizational structures? How can faculty burnout be reduced?

The Maslach Burnout Inventory (MBI) was used to assess the level of burnout of EVC full-time faculty, administrators, and classified staff, and San Jose City College full-time faculty. Additionally, respondents completed a demographic data sheet indicating their sex, age, ethnic background, and length of service in community college education. *T*-tests at the .05 level of significance were used to analyze the MBI results and to determine the relationship between burnout and the variables of organizational system, gender, ethnicity, and length of service.

Presidents, deans, academic senate presidents and other personnel of community colleges referred to in the literature as having a cluster system (Cypress College, Indian Valley College, Los Angeles Mission College, Los Medanos College, Northampton Area Community College, Oakton Commnity College, and College of DuPage) were interviewed to see if they are still using the cluster system, to determine the system's effect on burnout, and to identify methods that were being used to reduce burnout.

The literature was reviewed to identify methods of alleviating burnout. Additionally, follow-up interviews were conducted with twenty-four EVC instructors whose MBI scores indicated that they were experiencing burnout to elicit additional suggestions for reducing burnout.

The conclusions of the study were that full-time faculty burnout continues to be a problem for Evergreen Valley College. The use of the cluster system contributes to burnout, but gender ethnicity, and length of service are not significantly related. Burnout is contagious and is now being experienced by EVC faculty who previously (1985) did not have it, EVC administrators, and EVC classified staff. San Jose City College's full-time faculty are experiencing burnout. Community colleges that have previously

used a cluster system have discontinued it and have returned to division-department systems. Major contributors to EVC's full-time faculty burnout were identified as treatment of faculty, budget concerns, administrative style, the cluster system, communication problems, and environmental problems.

Based on the results and conclusions of this study, it was recommended that the EVC administration recognize that there is full-time faculty burnout at EVC and accept responsibility for alleviating it. The cluster-center system should be replaced with a division-department system to better incorporate faculty into the decision-making of the college. Class sizes should be reduced to assist in creating an educational focus for the college rather than a budget focus. Comfortable work environments need to be created. Leadership training should be provided for administrators and they should be required to use humanistic leadership styles. A health promotion program should be developed for faculty. It was recommended that the EVC Academic Senate assist with the implementation of these recommendations.

Further study of EVC administrator and classified staff burnout was recommended. Additionally, the SJCC Academic Senate should be encouraged to identify causes of their burnout and to take steps to reduce it. It was recommended that annual assessment be conducted of EVC faculty, administrators, and classified staff's burnout and appropriate interventions formulated.

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CHAPTER 1

INTRODUCTION

Background and Significance

Faculty burnout is a phenomenon of growing proportions. Paine (1982:17) traced the emergence of the term back to the mid-1970's, but points out that "it has many roots, including the psychiatric concept of patients who are burnt out." Early studies examined burnout in a variety of helping professions. Schwab (1986:18) indicated that there is now a high level of interest in teacher burnout and that accounts are increasingly appearing in the literature as "many teachers are leaving the profession while fewer are choosing to become teachers." Faculty and administrators, alike, are expressing apprehension about the problem. Todd-Mancillas (1988) discussed faculty concerns about this problem and administrative concerns are reviewed in the Academic Leader (1987). The International Conference on Improving University Teaching (1984:254) concluded that "the growing interest in stress and burnout in academe is natural and legitimate, and, consequently, there is a need for more studies on these phenomena in academe, their determinants, consequences, and coping techniques."

An assessment of the level of faculty burnout at Evergreen Valley College in San Jose, California, was conducted in December, 1985, (Johnson, 1987b) using the Maslach Burnout Inventory (MBI). The MBI was administered to all full-time faculty with seventy-six percent responding. Using the

Golembiewski (1982) method of dichotomizing scores around the mean, the results indicated a significant burnout problem at the college as twenty-three percent or more of the respondents' scores were higher than the standardized means on each of the three subscales of emotional exhaustion, depersonalization, and personal accomplishment. According to the Golembiewski model, seventeen and one-half percent of the scores indicated early signs of burnout and twenty-one and one-quarter percent indicated that they were in the advanced stage of burnout.

According to Maslach (1982:30), burnout is a "syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind." A major effect of burnout in higher education is low faculty morale resuting in reduced involvement in the educational enterprise. Community colleges are now confronted with assessing the level of burnout, its impact for them, and how to reduce burnout to maintain maximum functioning particularly as it affects the quality of teaching. Alfred (1985:2) asserted that effective community college teaching is in danger of becoming obsolete as faculties distance themselves from involvement in their work as they experience "the sociological condition of 'alienation'." This is seen as faculty become tenants within the institution and do not participate intimately with governance, reduce their interaction with students outside of the classroom, and as the faculty find primary satisfaction outside of the college. Alfred predicted that there will be increasing detachment as they experience powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.

There was institutional recognition of low faculty morale at Evergreen Valley College (EVC) in San Jose, California, when the Chancellor of the San

Jose/Evergreen Community College District, Richard Goff, met with each center on campus during the spring semester of 1985 to listen to faculty feelings and perceptions about their low morale. There is continuing concern about this problem on the EVC campus. Other community colleges are recognizing the severity of the problem and attention is being given to how to reduce it. Professional organizations are addressing the problem. Two recent conventions, the Western Speech Communication Association Convention held in San Diego, California, February 19-24, 1988, and the International Listening Association Convention held in Phoenix, Arizona, March 9-12, 1988, had programs addressing the problem of burnout among high school, community college, and university faculties. Todd-Mancillas and Johnson (1987:15) concluded that "academic burnout is a significant problem at many colleges and universities" and cited Gmelch's 1983 study that reached the same conclusion. The University of Georgia conducted a national conference in 1986 to develop strategies for faculty renewal. Sixty-nine representatives from colleges and universities throughout the United States participated in the conference validating the seriousness of this problem for higher education. Paine (1982:17) pointed out that in the past burnout has largely been a hidden problem as those suffering from it could change jobs as a way of dealing with it. As job mobility has decreased and staffs have become somewhat fixed, the problem has become overt, serious, and now requires a solution.

Evergreen Valley College (EVC) was established in 1975 with a unique cluster system of two clusters, Acacia and Roble. The college is located in a semi-agricultural area within a densely populated community college district in the eastern foothills of San Jose, California. It was intended to grow to a

student population of 10,000 by 1985. The spring, 1989, enrollment is 9,383 total students, 5,927 day and 3,456 evening (Brown; 3/10/89). The student population is multi-ethnic. The largest minority populations are Asian (20%), Chicano (18%), and Black (18%) (Reichelderfer & Kangas:1986). The average (mean) age is 28. Currently, there are 92 full-time faculty, 150 part-time faculty, 72 classified staff, and 19 administrators.

EVC was the second college formed in the San Jose/Evergreen Community College District. San Jose City College (SJCC) has a student population of 11,159 students. Six thousand, six hundred and thirty-three are day students and 4,526 are evening students (Brown; 3/10/89). It is located in central San Jose in a densely populated area. It uses the traditional division-department organizational structure. There are 140 full-time faculty, 240 part-time faculty, 110 classified staff, and fourteen administrators. There has not been a formal assessment of the presence of burnout among the full-time faculty.

EVC and SJCC are tax supported, public community colleges that together serve a community college district of 303 square miles. They are governed by the same Board of Trustees and Chancellor. Each has its own president administering through entirely different organizational structures. They are both commuter colleges with primarily part-time students.

Community college faculty are central to community college education. Their well-being is critical to the educational enterprise. Van Wijk (1982:79) points out that

> Today the idea that the faculty and staff of a college are its single most important resource has gained wide acceptance. If a college is to achieve its goals and generate maximum impact in

> relationship to multiple constituencies, a strong index of job satisfaction is essential. Faculty and staff who lack motivation and commitment clearly will be not able to contribute in a meaningful way to the educational development of students, the establishment of new linkages with business and industry, and the provision of economic and social benefits to the community through teaching and service. Job satisfaction is a determinant of impact. It is the single most important factor guiding decisions by the individual with respect to the commitment of energy and resources to the achievement of insitutional goals.

Since a burnout problem was identified for Evergreen Valley College faculty (Johnson, 1987a) indicating low job satisfaction, it has become imperative to identify the contributing factors. In a workshop conducted by Jon Kangas for EVC faculty (Jan. 5, 1981) designed to reduce burnout, participating faculty were asked to identify the effects of burnout. Leading factors were: tired, loss of energy, not enough time to do it all, resources overwhelmed; loss of excitement; start with high energy, but lose it toward the end of the semester until it's gone; joy of accomplishment doesn't have the same lift it used to; creative spirit lost--not the same as it used to be--last semester good enough for this; frustration resulting from not being able to get everything done; lack of enough positive reinforcement from students, colleagues, and administration; and, frustration from time pressures. Clearly, burnout has made its way into the Evergreen Valley College community.

While there are severe personal costs for the instructors who suffer from burnout, there are also institutional costs. Minnehan and Paine (1982:100) stated that the costs to organizations are direct, hidden, and potential. Costs may result in reduced worker productivity, replacements in the form of substitute workers, sick leave, increased insurance premiums, payments for early retirement, recruitment and orientation costs,

identifiable "lost" clients or customers, employee theft or sabotage, decreased flow of clients, accidents, potential health disability, and increased legal costs. Melendez and de Guzman (1983) indicated that burnout is characterized by these events occurring within an organization: high turnover, low morale, we-they polarizations, increased territoriality, conflicts over authority, scapegoating of organizational leaders, increased absenteeism, and informal communication replaced by rigid, role-defined channels.

Identifying the causes of burnout enables the creation of effective interventions for alleviating it, thus, having far reaching effects on the educational practices of Evergreen Valley College. Through the assessment of EVC full-time faculty, administrators, and classified staff's level of burnout, comparison with San Jose City College's full-time faculty burnout, and interviews with other California community colleges using cluster systems, data were provided on which to base suggestions for alleviating burnout. A major educational outcome from this study is that students hopefully will be learning from a faculty with renewed energy and job involvement. Faculty alienation should be replaced with enthusiasm enabling more effective education. The strategies for reducing burnout created from this study will strengthen the college environment as administrators and classified staff can be given attention as they, too, are experiencing burnout. All of these components affect classroom learning and that is the ultimate significance of this study: an improved learning environment. The purposes for this study were:

Purpose 1: To identify major contributors to Evergreen Valley College full-time faculty burnout.

Purpose 2: To discover what is being done to reduce full-time faculty burnout in other California community colleges that are organizationally similar to Evergreen Valley College.

Purpose 3: To devise directions to assist Evergreen Valley College to alleviate its full-time faculty burnout.

Research Questions

The following research questions were generated from the stressors identified in the literature review and from previous research conducted at Evergreen Valley College:

1. Why are Evergreen Valley College full-time faculty experiencing burnout?
    a. What is the effect of working in a cluster system on burnout?
    b. What is the relationship of gender to burnout?
    c. What is the relationship of ethnicity to burnout?
    d. What is the relationship of length of service to burnout?
    e. What is the effect of contagiousness on burnout?
    f. What are other contributors to burnout?
2. What degree of full-time faculty burnout is being experienced by other community colleges with similar organizational structures?
3. How can faculty burnout be reduced?

Hypotheses

The research questions derived from the literature review and previous research at Evergreen Valley College suggested the following research hypotheses:

1. Working in a college with a unique organizational system, a cluster-center system, contributes to faculty burnout, therefore, EVC full-time faculty will have significantly higher burnout scores than SJCC full-time faculty as measured by the Maslach Burnout Inventory.

2. Burnout is increased by being a female minority on a male majority staff.

3. Burnout is increased by being an ethnic minority on an ethnic majority staff.

4. Faculty who have been community college instructors for ten years or longer are the most likely to experience burnout.

5. Burnout is contagious, therefore, EVC faculty whose 1985 Maslach Burnout Inventory (MBI) scores did not indicate burnout will now have scores indicating that they are in the early or advanced stages of burnout.

6. Burnout is contagious, therefore, EVC administrators' MBI scores will indicate burnout.

7. Burnout is contagious, therefore, EVC classified staff's MBI scores will indicate burnout.

8. EVC full-time faculty with high MBI scores will identify factors other than organizational system, gender, ethnicity, and length of service that contribute to their burnout.

9. California community colleges with organizational structures similar to EVC's will indicate that their full-time faculty are experiencing burnout as a result of their organizational system as assessed through interviews.

Definition Of Terms

1. Burnout: The term burnout was defined by Maslach (1982:30) as a syndrome which includes emotional exhaustion, depersonalization, and reduced personal accomplishment.

2. Maslach Burnout Inventory: The Maslach Burnout Inventory was described by Maslach and Jackson (1981:1) as

> designed to assess the three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and lack of personal accomplishment. Each aspect is measured by a separate subscale. The Emotional Exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work. The Depersonalization subscale mesaures an unfeeling and impersonal response toward recipient's of one's service, care, treatment, or instruction. The Personal Accomplishment subscale assesses feelings of competence and successful achievement in one's work with people.

3. Cluster college: The term cluster college was defined by Los Angeles Mission College (1976:19) as "fundamentally an arrangement where semi-autonomous units exist within a greater organization." Kintzer (1980:23-25) indicated that cluster systems are further characterized by decentralization and participational governance.

Limitations of the Study

The measurement of burnout relied on the Maslach Burnout Inventory (MBI) which is a self-report measure. There are several limitations with self-report measures that should be recognized (Cozby, 1981: 51-52). They include: interviewer bias; response set, particularly the social responsibility response set which is responding in ways that reflect favorably on the self or responding in socially undesirable ways to make oneself look unfavorable; and, the tendency of some respondents to consistently agree or disagree with survey questions. Techniques to reduce these biases were used, however the general limitations posed by self-report measures were recognized.

There is strong evidence of convergent and discriminant validity for the MBI (Maslach and Jackson, 1981:8), but even with this, there needs to be recognition that the construct of burnout may include variables not measured by the MBI, thus challenging the construct validity of the measure. There may be rival explanations and possibilities that would also explain respondents' assessment of their feelings.

Participants in this study may, for a variety of reasons, be unwilling to participate. This will limit internal generalizability. Generalizability of the study to other community colleges will also be limited as subjects were not randomly chosen nor randomly assigned to groups.

Assumptions of the Study

It was assumed that the administrators and academic senate presidents of colleges using the cluster system were the most appropriate

people to interview for assessing the effect(s) of the cluster system on faculty burnout.

It was assumed that Evergreen Valley College faculty who participated in the follow-up interviews gave responses that were reflective of their true feelings and that the interviewer was capable of interviewing in an objective manner to avoid affecting responses.

It was assumed that Evergreen Valley College faculty were the best evaluators of the causes of their burnout and the ones most capable of offering effective methods for reducing it.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Evergreen Valley College and San Jose City College have experienced the societal stressors present to all of higher education during the 1980's as well as those stressors particular to California community colleges. The cluster system, itself, may have contributed to full-time faculty burnout. Additionally, there were other variables that the literature suggested may be major contributors to burnout. The discussion will be presented under several headings: cluster system; societal stressors; system stressors; additional stressors, and the contagiousness dimension of burnout.

Cluster System

Evergreen Valley College (EVC) used the cluster concept at inception and currently refers to its organizational system as a cluster-center system. Los Angeles Mission College (1976:19) defined the cluster college as "fundamentally an arrangement where semi-autonomous units exist within a greater organization." Kintzer (1980:23-25) indicated that themes are frequently used to organize units and that cluster systems are further characterized by decentralization and participational governance. The cluster system has its origins in the thirteenth century institutions of Oxford and Cambridge. The first cluster college in America, Claremont Colleges in Claremont, California, was founded in the 1920's for the purpose of providing

excellence and services to students. The Los Angeles Mission College Cluster Concept Report (1976:22) pointed out that this did not initiate a strong movement toward the development of cluster colleges, although the concept has gotten attention from "innovative policy makers and administrators since the1920's."

Bers (1982:4-5) described the political/human rights events of the civil rights movement, the Viet Nam war, and Kent State shootings as calling into question old assumptions about basic goals for higher education. These events converged in the 1970's to affect the use of this 'old' innovation, the cluster, toward new ends and purposes. Kintzer (1980:6) suggested that, in general, the 1970's saw development of cluster systems partly ". . . to answer charges of curricular irrelevance, inflexible teaching methods, and fiscal extravagance. . . ." He also suggested that the cluster college offered a chance to break tradition as it is an organization conducive to innovation and experimentation (p. 30). In spite of these intentions, Oakton Community College's faculty study (Jaffe et al. 1983:10) of the pros and cons of clusters and divisions points out that for various reasons, the cluster system may stifle innovation and that "all too often, morale is depressed."

Cohen and Brawer (1982:108) reported a variety of purposes for various cluster systems. They indicated that Cypress College and Indian Valley Colleges in California centered on academic disciplines; at Oakton Community College (Illinois) transfer, occupational, and general education were merged within each cluster; and, at Los Medanos College (California), small units were dedicated to a core of general education based on interdisciplinary studies.

An ERIC search of the literature indicated many overlapping purposes for the cluster systems adopted during the 1960's and 1970's. In reviewing the documents that describe the original purposes of EVC's cluster system, the primacy of one purpose is clear. As with the Claremont Colleges, the EVC cluster system was to enable the college to meet its primary function of serving students through organizing small, relatively independent units to provide a home base for them. Through this home base, these goals could be achieved: 1) close student-faculty interaction; 2) the combining of students with transfer and occupational objectives in the same classes; 3) general studies related more closely to student needs; and, 4) a decentralized system of counseling and guidance. Additionally, an interdisciplinary approach to general education was to be the method that would enable general studies to be closely related to student needs.

These goals were not unlike those of other community colleges that began operation in the 1970's. They were also closely related to the work which evolved from a request by Dr. Otto Roemmich, then Superintendent/President of San Jose Community College District, to Programs in Community College Education at the University of California at Berkeley, to arrange a colloquy in which strategies for change and models for change could be discussed (Collins,1977:8). This colloquy resulted in the creation of the theoretical cluster model of "The People's Community College" and formed the theoretical base for the cluster system implemented at Evergreen Valley College.

EVC's staff and student satisfaction with its cluster system was measured to determine if it were perceived as effective enough to justify its continued use (Johnson:1987a). Questionnaires were administered to all

staff (classified, management, full-and part-time faculty) and to a random sample of classes. The response rate (classified: sixty-six percent; management: seventy-two percent; full-time faculty: seventy-six percent; part-time faculty: twenty-four percent; and seventy-five percent of class sections sampled) indicated strong interest in this issue. The results indicated that fifty-nine and one-half percent of the staff have average to high satisfaction with the system and that thirty-three and one-half percent feel it is barely sufficient, below minimum requirements, and fails to meet needs. Thirty-seven percent of students recommended that it be used, ten percent did not recommend it, and fifty percent indicated that they were undecided. The written comments of the staff indicated that dissatisfaction with the system resides in its failure to achieve its original goals, its separation of faculty in the same discipline from each other, and its limited success in achieving interdisciplinary course development. Additionally, it is a difficult system for people and institutions external to the campus to relate to, and it does not provide cluster identity for students. These disadvantages were similiar to those identified by the Oakton community college faculty cluster study (Jaffe et al:1983). John Petersen, Executive Director of the Accrediting Commission for Community and Junior Colleges, indicated in a telephone interview (6/2/88) that California community colleges are moving away from cluster type systems as academics tend to think in terms of disciplines which makes interdisciplinary approaches difficult to achieve.

It is apparent that for at least some EVC faculty the cluster system organizational structure may contribute to burnout. Kintzer (1980:25) suggested that the kind of participation that the cluster system requires "places heavy demands on faculty time and energy, and in time the process

becomes inordinately slow and cumbersome." He pointed out, though, that for Los Medanos College in California, which at that time was using a cluster system, "a reasonable degree of satisfaction continues to be shown by employees of the college as well as the student body."

Societal Stressors

Keller (1983:12) identified the primary forces currently affecting higher education that may stress the system. These include: changing student clientele; disintegrating college curriculum; increase in competition within higher education; the technological imperative; the faculty conundrum (age, faculty salaries, and reassertion of institutional values and needs over the academic profession's own values and expectations); and, the tightening grip of outside controls, specifically the rise of public power. The California Postsecondary Education Commission Report (1984:40) analyzed social and economic trends, and identified multiple pressures on California postsecondary education that have resulted in public demands for educational results which can be identified and measured.

There are societal stressors which have directly affected the California community colleges. Staffs have been subjected to intense stress as they have attempted to achieve their missions and still maintain solvency. The funding patterns of the last few years have impelled districts to increase student populations to attain maximum funding and then to limit enrollments in order to avoid penalties for exceeding the cap that was placed on enrollment. The struggle to enroll just the right amount of students has required a reordering of programs, and has resulted in academic and

vocational programs attempting to maintain and/or increase the college's share of financial resources.

The multiple missions of preparing students for transfer to four-year institutions and providing remedial, vocational, and recreational classes during times of regressive financing have created stress for all involved in community college education in California. There have been specific internal pressures resulting from budget cuts for EVC faculty that are common to other community college faculties in California. Pressures include the increasing use of part-time instructors who do not receive pro-rata pay nor assume the responsibilties of full-time faculty (participation on committees, office hours, curriculum development), but who serve an economic function. The stress has been compounded by additional pressures to increase both Weekly Student Contact Hours (W.S.C.H.) and Full Time Equivalent (F.T.E.) resulting in large increases in class sizes regardless of the nature of the discipline or specific university requirements for transfer courses. A reduction in administrative and support staffs resulting from the budget cuts is the source of another pressure.

The California community college system "operates in a maze of seventy locally elected boards sharing authority with the chancellor and statewide board over policies for one hundred and six individual campuses" (Santa Cruz Sentinel:8/4/87). This bureacracy has effected the resignation of the recent chancellor of the state's community colleges, Joshua Smith, who cited the floundering of day-to-day operations due to the "chains of bureacracy" as the major reason for his resignation. This organizational complexity and confusion coupled with governmental fluctuations in funding and

requirements has created continual uncertainty for the state's community colleges during the 1980's contributing to the lowering of faculty morale.

Coping with the multiple societal stressors affecting California community colleges has translated into personal stress for many community college faculty. These stressors include: responding to the expectations of achieving multiple missions with minimum funding, the internal stresses from the increasing use of part-time faculty and reduction of full-time faculty who in the past shared in professional responsibilities, and the requirement to increase W.S.C.H. and F.T.E. in disciplines attempting to meet transfer requirements that can only be met with smaller class sizes. Collectively, they hold the potential to exhaust the most dedicated faculty.

System Stressors

The Carroll and White (1982:41) ecological model indicates that burnout not only has effects on the organization, but must be studied within the system of which it is a part. The ecological model considers the person as operating in a microsystem (the smallest social unit of organized work) which is part of a mesosystem (the larger complex of smaller work units that comprise the institution) which is affected by an exosystem (non-work eco-systems that directly impact on the worker such as the surrounding community, legislators, accountability systems, his/her family) and the macrosystem which consists of the larger cultural and world-wide complex. Each of these systems requires altering if burnout is to be alleviated.

Clagett (1980:23) also concluded from his research at Prince George Community College that faculty stress should be "seen as an organizational

outcome, rather than as symptomatic of defects in the personalities of its casualties." Shinn (1982:79) developed a theoretical model from her research on burnout in which "group and organizational coping are hypothesized to be more effective than individual coping with job demands." Maslach (1982:9) agreed that attention should be focused on the job situation in which individuals find themselves and that the bulk of the evidence she has examined "is consistent with the view that burnout is best understood (and modified) in terms of situational sources of job-related, interpersonal stress."

Additional Stressors

The literature indicated that there are three other stressors that may be major contributors to burnout: gender, ethnicity, and length of service. The ACE Commission on Women in Higher Education Report (Shavlik, Touchton, & Pearson, 1987:6) claimed that "Serious inequities remain in the hiring, promotion, tenure, and salary of women faculty and in the hiring, promotion, and salary of women administrators and staff." According to this report, women faculty comprise only twenty-seven percent of total faculty. A recent report (Santa Cruz Sentinel, 3/27/88) indicated that in California women make up thirty-five percent of the full-time faculty positions. At Evergreen Valley College women comprise forty-two percent of the total faculty.

Based on the ACE Commission on Women in Higher Education Report (1987), there is every reason to suspect that being a female with predominantly male faculty would exacerbate, if not create, feelings of

burnout. As women are "singled out, overlooked, ignored, or otherwise discounted on the basis of unchangeable characteristics such as sex, race, ethnicity, handicap, or age" an unfavorable climate is created (p.8). The International Labour Organisation's Report III (1985:25) confirmed that women are even more subject to stress than their male colleagues and, that

> The few women who do manage to reach the top of the ladder encounter various difficulties, such as the feeling of isolation, of having no model to follow, of having to fight against preconceived ideas about women in general and of not being on an equal footing with their male colleagues. These various forms of stress come on top of all those connected with family and household tasks which, in most cases, the women continue to cope with on their own. (p. 25)

Hill et al (1989:29) studied the impact of mentoring and collegial support on faculty success and found that "In academe at least, it appears that having a mentor is helpful to both genders, but that being male is even more helpful in terms of scoring high on various success indicators."

Filan, Okun, and Witter's 1986 study found that gender is not significantly related to job satisfaction, however, Van Wijk (1982:84) indicates that "job satisfaction scores increase directly with increases in responsibility at ascending levels in the organizational hierarchy." The relationship between gender and burnout may vary among positions within the educational institution. Maslach and Jackson's (1986:22) review of studies of educators using the MBI finds that there have been few studies focusing on those in administrator categories.

Seidman and Others (1983) interviewed minority and non-minority faculty teaching in community colleges in California, New York, and Massachusetts in an attempt to determine the faculty's role in community colleges achieving their goal of increasing equity of access to postsecondary

education. In the process of this research, they identified the variables that operate for minority faculty in addition to the forces affecting all faculty. They determined that minority faculty "must also process the complex interaction of racism, social class, power and opportunity, as these factors affect their everyday lives as faculty members in community colleges." (p. 51) An outcome of this for minority faculty is that "once they have secured their positions, it seems that they often have to work harder, do their job better, more thoroughly, more conscientiously, than their nonminority colleagues." (p. 54) Additionally, as Koltai (1984:27) pointed out, the ethnic makeup of the faculty does not always fit the ethnic mix of the students which may create another ethnicity related problem. It would seem that minority ethnicity is an attribute that very likely contributes to burnout. Nonetheless, Armour et al's review of faculty studies (1987:5) found that race does not seem to be a prominent determinant of faculty stress and Matteson and Ivancevich's (1987:247) review indicated that blacks do not burn out as much as whites. However, only a limited amount of research has been done to examine the relationship of race/ethnicity and burnout.

Other research suggested that those with longevity of service are particularly susceptible to burnout. Harnish & Creamer (1986) studied community college faculty hired during the early growth years of the community college movement, after they had been in their jobs ten or more years, and examined the relationship of length of service to faculty stagnation and diminished job involvement. The researchers identified the routinization of work as a core problem leading to stagnation. Routinization, accompanies teaching longevity. Armour et al (1986:91) conducted in-depth interviews with all of the senior faculty in the humanities at Virginia

Commonwealth University and identified major themes for these faculty. They were "monotony, lack of advancement, lack of conviction, lack of community, changing mission, lack of leadership, and a stultifying reward structure." Altman (1986:122) confirmed at the same conference that "stress and burnout are phenomena which are of special significance to senior academics and which, in the absence of countermeasures, can result in null performance or at least greatly diminished performance of faculty." He considered unrelenting stress, disillusionment and boredom as major causes of faculty burnout.

Contagiousness Dimension of Burnout

Johnson (1982:34) suggested that burnout is contagious for healthcare workers and that group burnout can result. Group burnout has a cycle, according to Johnson, that has tremendous impact on an organization. The burned-out individual has a negative attitude toward other staff resulting in unwillingness to help others which increases stress on the rest of the staff. The occurring staff burnout is exhibited through loss of patience with patients and family. The staff becomes blaming and angry at one another, negative to other departments, other departments then ignore requests, and the result is increased stress on each staff member.

The contagiousness dimension of burnout has not been widely researched, but it does potentially pose a serious threat to the mental health of faculties. Altshuler and Richter (1985:60) concluded their report of the vitality of community college faculty by calling for quick action in dealing with burnout as they believe it is "like the cry of 'fire' in the theatre--the cry

spreads as quickly as the fire. The disease, although preventible, certainly is contagious." Armour et al (1987:5) also indicated that the sense of detachment that burnout produces can be contagious for students and colleagues.

The contagiousness aspect of burnout can potentially incapacitate an institution as it spreads through faculty, administration, classified staff, and students. The literature suggested the need for vigilance in identifying this problem and the need to quickly reduce and eliminate it.

An examination of the stressors affecting full-time community college faculty suggested three purposes for this study that are repeated here to conclude the chapter.

Purpose 1: To identify major contributors to Evergreen Valley College full-time faculty burnout.

Purpose 2: To discover what is being done to reduce full-time faculty burnout in other California community colleges that are organizationally similar to Evergreen Valley College.

Purpose 3: To devise directions to assist Evergreen Valley College to alleviate its full-time faculty burnout.

CHAPTER 3

PROCEDURES AND METHODOLOGY

The general research methodology that was used was a study of the relationships among variables. Multiple methods, including surveys and interviews, were used to test the research hypotheses. The procedures for collecting the data and the procedures for analysis and interpretation follow. They are presented in semi-outline form for clarity and precision.

Procedures for Collection of Data

1. The Maslach Burnout Inventory (MBI) was revised to include a statement about the organizational system's effect on burnout (Appendix A). Permission was obtained from Consulting Psychologists Press for this revision (Appendix B). The revised MBI included the original frequency and intensity scales, but a letter from Consulting Psychologists Press received after the questionnaire had been printed, addressed, and was in the process of being distributed, indicated that the intensity scale had been eliminated (Appendix C). According to Maslach and Jackson (1986:8) the frequency and intensity scales showed fairly high correlation so the intensity scale was no longer included on the questionnaire. Although it was inadvertently included in this survey, it was not scored for the purposes of this study.

2. The MBI was administered to all EVC full-time faculty (92), administration (19), and classified staff (72), and to all SJCC full-time faculty

(140). Additionally, each of these groups was asked to complete a demographic data sheet indicating their sex, age, ethnic background, and length of service in community college education (Appendix D).

a. Subjects were asked to respond to the MBI and the demographic data sheet through their mail boxes. The cover letter, the inventory, and the data sheet were placed in each mail box..

b. A follow-up letter was sent to those who had not responded within two weeks (Appendix E).

c. Each respondent received a letter indicating their MBI subscale scores, and to assist with self interpretation, a listing of the standardized means for postsecondary education, and the means for each group participating in the survey (Appendix F).

3. The data were analyzed to:

a. Determine if working in a college with a unique organizational system, a cluster-center system, produces higher levels of burnout than working in a college with a division-department system.

b. Determine if burnout is increased by being a female minority on a male majority staff.

c. Determine if burnout is increased by being an ethnic minority (non-white) on an ethnic majority staff (white).

d. Determine if longevity of community college service (ten years or longer) contributes to burnout.

e. Determine if burnout is contagious thus affecting EVC administrators and classified staff in addition to faculty.

f. Determine which phase(s) of burnout is/are being experienced

through the use of Golembiewski's (1982) method of dichotomizing the distribution of scores around the mean for each MBI dimension.

4. California community colleges referred to in the literature as using the cluster system of organization (Cypress College, Indian Valley College, Los Angeles Mission College, and Los Medanos College), and three community colleges in other states that have used the cluster system (Northampton Area Community College, Oakton Community College, and College of DuPage) were contacted regarding the cluster system's effect on faculty burnout. Those interviewed by phone included: Fred Calhoun, Director of Developmental Studies, Cypress College; George Kozitza, Vice-President, Administrative Services and Site administrator of Indian Valley College Campus, Marin Community College; Jerry Burroni, Academic Senate President, Indian Valley College Campus, Marin Community College; Consuelo Segal, Executive Secretary to the Vice-President, Indian Valley College Campus, Marin Community College; Lowell J. Erickson, President, Los Angeles Mission College; Leonard Price, Academic Senate President, Los Medanos College; Chester H. Case, President, Los Medanos College; Richard C. Richardson, Jr., founding president of Northampton County Area Community College; Thomas Tenhoeve, President, Oakton Community College; Dick Storinger, Dean of Communication, Oakton Community College; Ronald Lemme, Vice-President of Planning and Information, College of DuPage; Jura B. Vasilaiuskas, science instructor, College of DuPage. (Interviewees are listed in Appendix G) Their responses were typed and mailed to them for verification of the content of the phone interviews. (A sample is included in Appendix H.) These interviews were to:

a. Determine if the institutions were still using the cluster system.

b. Determine if the college administration and the Academic Senates perceive that they have a full-time faculty burnout problem on their campuses.

c. Determine if the organizational structure contributes to full-time faculty burnout.

d. Determine what has been done to alleviate their burnout problem.

5. The literature was reviewed to identify methods of alleviating burnout.

6. Follow-up interviews were conducted with twenty-four EVC instructors whose MBI scores on one or more of the three scales (emotional exhaustion, depersonalization, and personal accomplishment) indicated that they were higher than the MBI standardized means for educators in postsecondary education, thus indicating some burnout.

a. Instructors were asked to complete three forms. The first was to assess their perceptions of the academic culture of EVC. This was based on Seldin's (1986:17-18) description of the eight key characteristics of academic culture as he claims that "academic renewal is dependent on the quality of the academic culture." (p. 14) The second form was to identify those items that are descriptive of the organization to provide a "quick indication of burnout," according to Matteson and Ivancevich (1987:244-245). The third form was based on McMillen's (1987:12) suggested quiz created by Hughes of Hazard Community College to provide data about specific personal and interpersonal effects of burnout. These forms are included in Appendix H.

b. Each instructor was then asked to respond orally to a series of questions that focused on satisfaction with teaching, contributors to dissatisfaction, perceptions about opportunity for personal growth and development in their teaching, effect of the number of students on their job satisfaction, ideas for increasing faculty vitality and satisfaction with teaching, and intent to stay or leave the job. They were also given the opportunity to make any other comments that they thought were pertinent to EVC faculty burnout (Appendix I).

Procedures for Treatment of Data

1. The first null hypothesis to be tested was:

   Ho: There is no significant difference in the MBI scores of EVC faculty working in a cluster-center system and SJCC faculty working in a division-department system.

   a. The alternate hypotheses were:

      Ha1: EVC faculty working in a cluster-center system will have significantly higher MBI scores than SJCC faculty working in a division-department system.

      Ha2: SJCC faculty working in a division-department system will have significantly higher MBI scores than EVC faculty working in a cluster-center system.

   b. An independent two-tailed t -test was used to test the data for significance.

c. The null hypothesis was to be rejected if the means did not differ significantly at the .05 level.

2. The second null hypothesis to be tested was:

Ho: There is no significant difference in the MBI scores of female and male faculty.

a. The alternate hypotheses were:

Ha1: Female faculty will have significantly higher MBI scores than male faculty.

Ha2: Male faculty will have significantly higher MBI scores than female faculty.

b. An independent two-tailed *t* -test was used to test the data for significance.

c. The null hypothesis was to be rejected if the means did not differ significantly at the .05 level.

3. The third null hypothesis to be tested was:

Ho: There is no significant difference in MBI scores between ethnic minority faculty and ethnic majority faculty.

a. The alternate hypotheses were:

Ha1: Ethnic minority faculty will have significantly higher MBI scores than will ethnic majority faculty.

Ha2: Ethnic majority faculty will have significantly higher MBI scores than will ethnic majority faculty.

b. An independent two-tailed *t* - test was used to test the data for significance.

c. The null hypothesis was to be rejected if the means did not differ significantly at the .05 level.

4. The fourth null hypothesis to be tested was:

   Ho: Faculty who have been community college instructors for ten years or longer will not have significantly higher MBI scores than faculty who have taught for fewer years.

   a. The alternate hypotheses were:

      Ha1: Faculty who have been community college instructors for ten years or longer will have significantly higher MBI scores than faculty who have taught for fewer years.

      Ha2: Faculty who have been community college instructors for fewer than ten years will have significantly lower MBI scores than faculty who have taught for ten or more years.

   b. An independent two-tailed *t* - test was used to test the data for significance.

   c. The null hypothesis was to be rejected if the means did not differ significantly at the .05 level.

5. The fifth null hypothesis to be tested was:

   Ho: The MBI scores of EVC faculty who did not test above the mean in the 1985 burnout study, will now have MBI scores that indicate that they do not have burnout.

   a. The alternate hypothesis was:

      Ha1: EVC faculty who did not test above the mean in the the1985 burnout study will now have burnout scores that indicate that they do have burnout.

b. The scores were dichotomized around the means using Golembiewski's (1982) method to determine which phase of burnout is being experienced.

6. The sixth null hypothesis to be tested was:

Ho: The MBI scores of EVC administrators will indicate that they are not experiencing burnout.

a. The alternate hypothesis was:

Ha1: EVC administrators' MBI scores will indicate that they are experiencing burnout.

b. The scores were dichotomized around the means using Golembiewski's (1982) method to determine which phase of burnout is being experienced.

7. The seventh null hypothesis to be tested was:

Ho: The MBI scores of EVC classified staff will indicate that they are not experiencing burnout.

a. The alternate hypothesis was:

Ha1: EVC classified staff's MBI scores will indicate that they are experiencing burnout.

b. The scores were dichotomized around the means using Golembiewski's (1982) method to determine which phase of burnout is being experienced.

8. The eighth null hypothesis to be tested was:

Ho: EVC full-time faculty with high MBI scores will not identify factors other than organizational system, gender, ethnicity, and length of service that contribute to their burnout.

a. The alternate hypothesis was:

Ha: EVC full-time faculty with high MBI scores will not identify factors other than organizational system, gender, ethnicity, and length of service that contribute to their burnout.

b. Responses were compiled from interviews with EVC full-time faculty who have MBI scores that indicate that they are experiencing burnout.

9. The ninth null hypothesis to be tested was:

Ho: California community colleges with organizational structures similar to EVC's will indicate that their full-time faculty are not experiencing burnout as a result of their organizational system.

a. The alternate hypothesis was:

Ha: California community colleges with organizational structures similar to EVC's will indicate that their full-time faculty are experiencing burnout as a result of their organizational system.

b. The effect of the cluster system on full-time faculty burnout was assessed through interviews with relevant college personnel.

The statistical results of this study will be presented in tabular form indicating the number of participants, *t*-test results, and level of significance. Interview responses will be summarized and listed. Tables will be used to demonstrate commonality of responses and differences of instructor responses to questionnaires in the follow-up interviews.

CHAPTER 4

PRESENTATION OF RESULTS

In this chapter results will be presented in a descriptive manner utilizing tables to assist clarity. Statistical analysis, where appropriate, will be discussed.

The purposes for this study were:

Purpose 1: To identify major contributors to Evergreen Valley College full-time faculty burnout.

Purpose 2: To discover what is being done to reduce full-time faculty burnout in other California community colleges that are organizationally similar to Evergreen Valley College.

Purpose 3: To devise directions to assist Evergreen Valley College to alleviate its full-time faculty burnout.

The research questions for the study were to determine why Evergreen Valley College full-time faculty are experiencing burnout; to determine the degree of full-time faculty burnout being experienced by other community colleges with similar organizational structures; and, to determine how faculty burnout can be reduced.

The results will be reported in three sections. Each of the sections contains the results relating to one of the research questions. In the first section, results of the testing of the hypotheses are given to identify the major contributors to Evergreen Valley College full-time faculty burnout. These include the effect of the cluster system, gender, ethnicity, length of

service, and contagiousness as measured through the survey of Evergreen Valley College faculty, administrators, and classified staff. Additionally, the results of interviews with twenty-four full-time Evergreen Valley College faculty whose MBI subscale scores indicated that they were experiencing burnout are included below. Faculty responses identify other contributing factors to burnout. The second section contains the results of telephone interviews with personnel (college presidents, academic senate presidents, and relevant others) from organizationally similar community colleges to determine the degree of full-time faculty burnout. Strategies for reducing burnout that were suggested by Evergreen Valley College faculty in the follow-up interviews are placed in the third section. Additionally, this section contains the results of an examination of the literature to determine methods for alleviating burnout.

Research Question One

Evergreen Valley College (EVC) full-time faculty, administrators and classified staff, and San Jose City College (SJCC) response rates to the Maslach Burnout Inventory (MBI) are presented in Table 1. Center coordinators at EVC are assigned as sixty percent administrator and forty percent faculty and are categorized by the college as administrators. The center coordinators were categorized as administrators for the purpose of this study. Seventy-two percent of EVC full-time faculty responded to the survey. Eighty-nine percent of EVC management responded and seventy-six percent of the classified staff responded. Fifty percent of SJCC full-time faculty responded.

Table 1

Response Rate to the MBI

Groups	*N*	Number Responding	Percentage
EVC Faculty	93	67	72%
EVC Administrators	19	17	89%
EVC Classified	70	53	76%
SJCC Faculty	136	68	50%

Hypothesis One. According to the null hypothesis there would have been no significant difference in the MBI scores of EVC working in a cluster-center system and SJCC faculty working in a division-department system. The *t* value for the emotional exhaustion subscale was. -.283 and was significant at the .05 level. The *t* value for the depersonalization subscale was .544 and was not significant at the .05 level. The *t* value for the personal accomplishment subscale was .466 and was not significant at the .05 level.

The emotional exhaustion score confirmed the second alternate hypothesis that SJCC faculty working in a division-department system will have a significantly higher MBI score than EVC faculty working in a cluster-center system. As there was significance at the .05 level for two-tailed tests (with 133 degrees of freedom) for this subscale, emotional exhaustion, the

null hypothesis was rejected. It was accepted for the two subscales, depersonalization and personal accomplishment, that tested not to be significant. These data are reported in Table 2.

Table 2

EVC and SJCC Subscale *t* - scores

N = 135 EVC (n-67) SJCC (n-68) df=133

Groups	Means	*t* - scores
	Emotional Exhaustion	
EVC	16.91	-.283*
SJCC	17.441	
	Depersonalization	
EVC	5.418	.544**
SJCC	5.0	
	Personal Accomplishment	
EVC	38.955	.466**
SJCC	38.382	

*Significant at the .05 level.

**Not significant at the .05 level.

The revised questionnaire included a statement that directly measured the attitude of faculty toward the effect of their organizational system on their burnout. Statement #23 on the questionnaire stated: Working within this organizational system (division-department or cluster-center) makes my work more difficult. A *t*-test was performed to determine if there were a significant difference in the faculties' perception of the organizational system's effect on burnout. The *t* value was -.028, therefore, indicating no significant difference at the .05 level with 133 degrees of freedom. These data are reported in Table 3.

Table 3

EVC and SJCC Statement #23 *t* - score

N = 135 EVC (n=67) SJCC (n=68) df=133

Groups	Means	*t* - score
EVC	2.358	-.028*
SJCC	2.368	

**Not significant at the .05 level.

Hypothesis Two. The null hypothesis stated that there would be no significant difference in the MBI scores of female and male faculty. The EVC and SJCC faculty scores were separated into female and male categories. The *t* value for the emotional exhaustion subscale was .848 and was not

significant at the .05 level. The *t* value for the depersonalization subscale was -1.269 and was not significant at the .05 level. The *t* value for the personal accomplishment subscale was 4.456 and was significant at the .05 level.

The emotional exhaustion and depersonalization scores tested not to be significant, therefore, the null hypotheses were accepted for these two subscales. The personal accomplishment score confirmed the second alternate hypothesis that male faculty will have significantly higher MBI scores than female faculty. The higher the personal accomplishment subscale score, the lower the burnout. This conclusion indicates that male faculty have a lower sense of accomplishment than female faculty, thus, higher burnout in this area. As there was significance at the .05 level for two-tailed tests (with 132 degrees of freedom) for this subscale, personal accomplishment, the null hypothesis was rejected. One respondent asked that his scores not be used to test any hypothesis other than the cluster system hypothesis. Therefore, the N is one smaller for this and the remaining hypotheses that were tested. These data are presented in Table 4.

Hypothesis Three. The null hypothesis forecast that there would be no significant difference in the MBI scores of ethnic minority faculty and ethnic majority faculty. The *t* value for the emotional exhaustion subscale was .993 and was not significant at the .05 level. The *t* value for the depersonalization subscale was 1.216 and was not significant at the .05 level. The *t* value for the personal accomplishment subscale was .926 and was not significant at the .05 level. The null hypothesis was accepted for all three subscales. These data are reported in Table 5.

Table 4

Subscale *t* - scores: Sex

N = 134 Female (n=63) Male (n=71) df=132

Groups	Means	*t* - scores
	Emotional Exhaustion	
Female	18.063	.848*
Male	16.465	
	Depersonalization	
Female	4.698	-1.269*
Male	5.676	
	Personal Accomplishment	
Female	41.556	4.456**
Male	36.521	

*Not significant at the .05 level.

**Significant at the .05 level.

Hypothesis Four. The null hypothesis indicated that there would be no significant difference in the MBI scores of faculty who have been

Table 5

Subscale *t* - scores: Ethnicity

N = 134 Minority (n=27) Majority (n=107) df=132

Groups	Means	*t* - scores
	Emotional Exhaustion	
Minority	19.074	.993*
Majority	16.748	
	Depersonalization	
Minority	6.148	-1.216*
Majority	4.981	
	Personal Accomplishment	
Minority	40.0	.926*
Majority	38.607	

*Not significant at the .05 level.

community college instructors for ten years or longer than faculty who have taught fewer years. The *t* value for the emotional exhaustion subscale was .69 and was not significant at the .05 level. The *t* value for the depersonalization subscale was .124 and was not significant at the .05 level.

The *t* value for the personal accomplishment subscale was .308 and was not significant at the .05 level. The null hypothesis was accepted for all three subscales. These data are reported in Table 6.

Table 6

Subscale *t* - scores: Length of Service

N = 134 Ten + Years (n=103) Less Than 10 Years (n=31) df=132

Groups	Means	*t* - scores
	Emotional Exhaustion	
10+ Years	17.573	.69*
Less Than 10 Years	16.032	
	Depersonalization	
10+ Years	5.243	.124*
Less Than 10 Years	5.129	
	Personal Accomplishment	
10+ Years	38.99	.308*
Less Than 10 Years	38.548	

*Not significant at the .05 level.

Hypothesis Five. According to the null hypothesis, EVC faculty who did not test above the mean in the 1985 burnout study would now have MBI scores that indicate that they do not have burnout. Forty of the eighty full-time faculty respondents' MBI scores dichotomized around the mean using the Golembiewski method (1982) indicated that they were not experiencing burnout. (See Appendix J.) Twenty-nine of these forty faculty participated in the current study. Of the eleven faculty who did not, some have resigned, others are now considered to be administrators as the center coordinator position has become an administrative position.

The subscale scores for the twenty-nine faculty were dichotomized around the subscale means of this study to determine if the individuals were now experiencing any phase of burnout. Fifteen faculty scored above either the emotional exhaustion and depersonalization means or below the personal accomplishment mean indicating that they are now experiencing burnout. This confirms the alternate hypothesis that EVC faculty who did not test above the mean in the 1985 burnout study will now have burnout scores that indicate burnout. Therefore, the null hypothesis is rejected.

According to Golembiewski (1982:250), high scores on the depersonalization subscale indicate early signs of burnout while emotional exhaustion high scores indicate advanced cases of burnout. These data are presented in Table 7.

Hypothesis Six. The null hypothesis predicted that the MBI scores of EVC administrators will indicate that they are not experiencing burnout. The Golembiewski method of dichotomizing the scores around the mean indicated that twelve administrators (seventy percent) are experiencing some phase of burnout. Five scored high on one subscale, five scored high on two subscales,

Table 7

Summary of Faculty Scores Dichotomized Around the Standardized Means

n = 29

	LOW	HIGH
Emotional Exhaustion#	‹18.57	›18.57
Faculty	21	8
Depersonalization*	‹ 5.57	› 5.57
Faculty	20	9
Personal Accomplishment	›39.17	‹39.17
Faculty	22	7

*Early signs of burnout.

#Advanced cases of burnout.

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal accomplishment scores, the higher the degree of experienced burnout.

and two scored high on three subscales. Five did not score high on any of the subscales indicating that they are not experiencing burnout. These data confirm the alternate hypothesis that EVC administrators' MBI scores will indicate burnout, therefore, the null hypothesis is rejected. These data are presented in Table 8.

Hypothesis Seven. The null hypothesis predicted that the MBI scores of EVC classified staff will indicate that they are not experiencing burnout. The Golembiewski method of dichotomizing the scores around the mean indicated that thirty-eight classified staff (seventy-three percent) are experiencing some phase of burnout. Fourteen scored high on one subscale, fifteen scored high on two subscales, and nine scored high on three subscales. Fourteen did not score high on any of the subscales indicating that they are not experiencing burnout. These data confirm the alternate hypothesis that EVC classified staff's MBI scores will indicate that they are experiencing burnout. Therefore, the null hypothesis is rejected. These data are presented in Table 9.

Hypothesis Eight. The null hypothesis predicted that there are no other contributors to EVC full-time faculty burnout. To test this hypothesis twenty-four EVC faculty were interviewed. The faculty chosen were those whose MBI scores on one or more of the subscales (emotional exhaustion, depersonalization, and personal accomplishment) were higher than the MBI standardized means for educators in postsecondary education, thus indicating some burnout.

Each faculty member was asked to complete three forms at the beginning of the interview to assist in identifying additional contributors to EVC faculty burnout. The first was to assess their perceptions of the

Table 8

Summary of Administrators' Scores Dichotomized Around the Standardized Means

n = 17

	LOW	HIGH
Emotional Exhaustion#	‹18.57	›18.57
Administrators	8	9
Depersonalization*	‹ 5.57	› 5.57
Administrators	13	4
Personal Accomplishment	›39.17	‹39.17
Administrators	9	8

*Early signs of burnout.

#Advanced cases of burnout.

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal accomplishment scores, the higher the degree of experienced burnout.

Table 9

Summary of Classified Staff's Scores Dichotomized Around the Standardized Means

n - 52

	LOW	HIGH
Emotional Exhaustion#	‹18.57	›18.57
Classified Staff	31	21
Depersonalization*	‹ 5.57	› 5.57
Classified Staff	34	18
Personal Accomplishment	›39.17	‹39.17
Classified Staff	32	20

*Early signs of burnout.

#Advanced cases of burnout.

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal accomplishment scores, the higher the degree of experienced burnout.

academic culture of EVC. The questions were based on Seldin's (1986:17-18) description of the eight key characteristics of academic culture as he claims that "academic renewal is dependent on the quality of the academic culture." (p. 14)

The questionnaire contains eleven statements and faculty were asked to indicate the degree of agreement or disagreement with each statement. About one-half of the respondents indicated disagreement with the statement that administrators and faculty give warmth and support to each other. There was substantial disagreement with the statement that administrators, faculty, staff, and students have confidence in the integrity and competence of each other. There was broad disagreement with the statement that recognition and reward for excellent performance by administrators or faculty is based on clearly understood criteria, standards, and evidence. There was also broad disagreement with the statement that complete, accurate, and meaningful information flows up, down, and across the institution. Thirty-eight percent of the interviewees feel that conflict exists among faculty and forty-two percent disagreed that there is conflict among faculty. Three quarters felt that conflict exists between faculty and administrators. About one-half disagreed with the statement that people are willing to be open and honest with each other. Almost one-half felt that faculty and students identify with their own disciplines and majors rather than EVC. Fifty percent disagreed with the statement that members of EVC feel a sense of family, a sense of oneness. About one-quarter agreed and a few more disagreed with the statement that members of EVC feel a sense of genuine sharing and caring about each other; forty-six percent were undecided.

In summary, the academic culture at EVC was assessed by respondents as lacking warmth and supportiveness, and lacking recognition and reward for excellent performance. Additionally, there is conflict among faculty, conflict among faculty and administrators, a lack of openness among college consituencies, and a lack of identification with the college. These results are presented in Table 10.

The second form instructors completed at the beginning of the interview was Matteson and Ivancevich's (1987:244-245) organizational assessment form. This identifies items that are descriptive of the organization to provide a "quick indication of burnout." The items that one-half or more of the interviewees felt were descriptive of EVC were: discouragement of hierarchical staff interaction; expectations of extra effort with minimal rewards; no reinforcement for suggestions on improving morale; minimal additional resources available for extra-effort tasks; lack of encouragement for professional self-care; policy changes unrelated to problem priority; minimal emphasis on positive feedback; and, minimal emphasis on comfort of environment. These results are presented in Table 11.

The third form that instructors completed at the beginning of the interview was based on McMillen's (1987:12) suggested quiz created by Hughes of Hazard Community College to provide data about specific personal and interpersonal effects of burnout. Fifty percent or more of the respondents felt the following items described them: feeling tired and drained at the end of the day; expressing cynical statements more frequently and, feeling that there aren't enough hours in the day to get everything done. While these are the most pervasive effects, there are others that are

Table 10

Assessment of the Quality of EVC's Academic Culture

N = 24

	Number of Responses				
	1	2	3	4	5*
1. Administrators and faculty give warmth and support to each other.	1 4%	5 21%	5 21%	10 42%	3 13%
2. Faculty members give warmth and support to students.	5 21%	15 62%	4 17%	0	0
3. Administrators, faculty, staff, and students have confidence in the integrity and competence of each other.	0	7 29%	7 29%	8 33%	2 8%
4. Recognition and reward for excellent performance by administrators or faculty is based on clearly understood criteria, standards, and evidence.	0	1 4%	6 25%	14 58%	3 13%
5. Complete, accurate, and meaningful information flows up, down, and across the institution.	0	2 8%	4 17%	13 54%	5 21%

Table 10 (cont.)

6. Conflict exists between faculty.	1 4%	8 33%	5 21%	7 29%	3 13%
7. Conflict exists beween faculty and administrators.	6 25%	12 50%	1 4%	4 17%	1 4%
8. People are willing to be open and honest with each other.	0	8 33%	4 17%	12 50%	0
9. Faculty and students identify with EVC rather than their own disciplines and majors.	1 4%	5 21%	7 29%	9 38%	2 8%
10. Members of EVC feel a sense of family, a sense of oneness.	0	7 29%	5 21%	10 42%	2 8%
11. Members of EVC feel a sense of genuine sharing and caring about each other.	0	6 25%	11 46%	7 29%	0

*(1) Strongly Agree, (2) agree, (3) undecided, (4) disagree, or (5) strongly disagree

significant for the faculty who experience them. They include: spending less time with family, friends, and colleagues; experiencing headaches, backaches, muscle spasms, or digestive problems on a regular basis; waking up tired, even after eight hours of sleep; and, taking more and more time to get less and less done. These results are presented in Table 12.

Summary of the questionnaire responses. The questionnaire reponses indicated that EVC is perceived by a significant number of the twenty-four

Table 11

Organizational Assessment

N = 24

Number of Responses		Statements
7	(29%)	1. Continuously high stress levels.
10	(42%)	2. A norm of constantly giving to others.
12	(50%)	3. Discouragement of hierarchical staff interaction.
6	(25%)	4. Constant demands for perfection.
19	(79%)	5. Expectations of extra effort with minimal rewards.
14	(58%)	6. No reinforcement for suggestions on improving morale.
11	(46%)	7. Repetitive work activities.
19	(79%)	8. Minimal additional resources available for extra-effort tasks.
13	(54%)	9. Lack of encouragement for professional self-care.
7	(29%)	10. Discouragement of mutual participation.
7	(29%)	11. Evangelistic leadership styles.
13	(54%)	12. Policy changes unrelated to problem priority.
3	(13%)	13. Policy changes too frequent to be evaluated.
6	(25%)	14. Rigid role typing for workers.
4	(17%)	15. A belief that playfulness is unprofessional.
7	(29%)	16. Pervasive "isms" (ageism, sexism, nepotism, etc.)
1	(4%)	17. Emphasis on past successes.
6	(25%)	18. Constant shifting of ground rules for policy.
12	(50%)	19. Minimal emphasis on positive feedback.
15	(63%)	20. Minimal emphasis on comfort of environment.

faculty as lacking warmth and supportiveness, lacking recognition and reward for excellent performance, as having conflict among faculty, conflict

Table 12

Effects of Burnout

N - 24

Number of Responses		Statements
10	(42%)	1. Spending less time with family, friends, and colleagues.
9	(38%)	2. Experiencing headaches, backaches, muscle spasms, or digestive problems on a regular basis.
16	(67%)	3. Feeling tired and drained at the end of the day.
8	(33%)	4. Waking up tired, even after eight hours of sleep.
4	(17%)	5. Wanting to be away from home, work, family, friends, or life in general.
4	(17%)	6. Having an increasingly harder time concentrating on the job at hand.
5	(21%)	7. Sleeping and eating poorly.
1	(4%)	8. Using alcohol and drugs more frequently.
3	(13%)	9. Arguing or fighting frequently with family members or friends.
9	(38%)	10. Taking more and more time to get less and less done.
2	(8%)	11. Flying off the handle at your spouse, children, or co-workers over minor occurrences.
15	(63%)	12. Expressing cynical statements more frequently.
14	(58%)	13. Feeling there aren't enough hours in the day to get everything done..
2	(8%)	14. Expressing negative feelings about your relationships with your spouse, children, friends, or relatives.
7	(29%)	15. Fighting off many small illnesses frequently.
1	(4%)	16. Blaming others for your problems
3	(13%)	17. Feeling hopeless about the future.

among faculty and administrators, a lack of openness among college constituencies, and with people lacking identification with the college. The faculty see EVC as discouraging hierarchical staff interaction, having expectations of extra effort with minimal rewards, providing no reinforcement for suggestions on improving morale, giving minimal additional resources available for extra-effort tasks, not encouraging professional self-care, making policy changes that are unrelated to problem priority, having minimal emphasis on positive feedback, and giving minimal emphasis to the comfort of the environment. The major personal effects for these individuals are feeling tired and drained at the end of the day, expressing cynical statements more frequently, and feeling that there aren't enough hours in the day to get everything done.

The face-to-face interviews consisted of nine questions. The first question was open-ended, inviting respondents to say anything they would like about their jobs in terms of teaching, students, co-workers, and administrators. The second question assessed directly what the interviewees consider to be major contributors to any dissatisfaction they feel about their jobs. A third question examined the opportunity for personal growth and development within the job. A fourth question examined the effect of class size on satisfaction with the job. A fifth question was open-ended and invited additional comment about EVC faculty burnout. These five questions were posed to further identify major contributors to EVC full-time faculty burnout from the people whose MBI subscale scores indicated that they are experiencing it.

The factors that were identified through part one of the first question (What would you like to say to me about your job in terms of teaching?)

included: lack of time provided to prepare; lack of institutional commitment; the demands of the system (negotiations, budgeting, etc.) detract from teaching; inability to create and maintain a major; discipline selection of texts rather than personal selection; not enough supplies; lack of financial support; and, a lack of support from administration for a job well-done.

The factors that were identified through part two of the first question (What would you like to say to me about your job in terms of students?) are identified in the phrases: not sure that students are really learning; students coming to the college with less ability to perform the work; lack of student preparation; inadequate supplies, materials, and equipment to teach them; and, some juvenile students with a lack of commitment to their education and really understanding what they should be learning.

Responses to part three of the first question (What would you like to say to me about your job in terms of co-workers?) indicated that colleagues are not always seen as being responsible. Co-workers were seen by some as being superficial, not inquiring, not working, and that their incompetency is not being dealt with by their colleagues. Additionally, faculty are kept separate from each other by the organizational structure. It was felt that this lack of interaction within and among disciplines has four major outcomes. The first outcome was that the cluster sytem fosters an attitude among students that learning is compartmentalized. Additionally, accountability was reduced as the system enabled faculty to fail to honor prerequisites and course requirements as it minimizes discipline supervision. The third outcome was that the organizational structure enables an "old boy" network to operate with subtle discrimination against women. Furthermore,

exploitation of center coordinators occurred, and, in turn, center coordinators placed high reliance on small discipline faculty, thus, exploiting them.

Responses to part four of the first question (What would you like to say to me about your job in terms of administrators?) were that administrators do not treat faculty with the respect they deserve as an administrative style is used that is dehumanizing. Administrators are perceived as treating faculty as incompetents. Other employees are also allowed to abuse and malign the faculty. It was felt that, as administrative concern is primarily a budget concern, administrators fail to address the human relations aspect. The leaders are viewed as using a paternalistic decision making system, failing to keep promises, and claiming to be experts in areas that they aren't, thereby, failing to respect faculty expertise. Administrative improvements would also include making center coordinators one-hundred percent full-time and increasing the number of female administrators.

The second question asked during the face-to-face interviews was: "What do you see as major contributors to any dissatisfaction you feel about your job?" The factors identified as contributors to full-time faculty burnout centered on treatment of faculty, budget concerns, administrative style, organizational structure, communication problems, and, environmental problems.

In the area of treatment of faculty, the interviewees indicated that they feel punished for expressing dissent. Mistakes are treated as criminal acts. They felt that there is discriminatory treatment of teacher groups, and that the faculty are not considered in decision making. Additionally, help is needed as workloads and paperwork are exhausting for faculty.

Contributors to burnout from budget concerns evolve primarily from making the priority in decision making potential effects on the budget rather than what will facilitate better teaching. The practice of judging disciplines from an economic perspective rather than an educational perspective, thus, increasing class sizes, is a major contributor to faculty burnout. Evergreen Valley College was perceived as underfunded while San Jose City College is viewed as being overfunded.

The administrative style used by administrators at EVC contributes to faculty burnout, in the opinion of some of the interviewees, by controlling decision making that should be under faculty jurisdiction and failing to address the realities that exist in the college. It was the interviewees perception that administrators focus on getting as many students as possible and insisting on retaining them whether or not it is realistic for the students. Additionally, it was felt that only lip service is paid to equality and that females are kept from positions where they could really contribute.

The organizational structure, the cluster system, is a major contributor to burnout for these faculty as it creates fragmentation, inhibits coordination and supervision within diciplines, and has not created cluster-center identity for faculty which has factionalized disciplines. It was felt that there is a need to have department chairpersons for disciplines, to house disciplines together, and to have a central meeting place for disciplines.

Communication problems and environmental problems were indicated as additional contributors to burnout. Communication problems included the absence of a channel for faculty to voice opinions, or to generate informed opinions about policies, and loneliness and isolation for faculty.

Environmental problems were too much or not enough heat, having too many chairs in classrooms, and having offices without windows.

The third question examined the opportunity for personal growth and development at EVC. Ten faculty members felt that the job does not provide the opportunity for personal growth and development. Seven faculty members felt that the job itself provides this opportunity. Five faculty indicated that such opportunity was available if they create it themselves. Two faculty felt that personal growth and development were not job related.

The relationship of class size to job satisfaction was also examined. Twenty out of twenty-four faculty stated that large class sizes decrease their job satisfaction.

Answers to the open-ended question, "What else needs to be talked about in regard to EVC faculty burnout?" included additional factors that were not mentioned in response to the other questions. Faculty described an absence of elements contributing to burnout. These were a lack of inclusion of new faculty into the college community, a lack of support for older faculty, a lack of intellecutal stimulation, and a lack of recognition by administration that burnout exists. Responses to this question reemphasized the need for more human treatment of faculty by administrators, the destructive, counter-productive aspects of the cluster-center system, more faculty input into decision making, and the need to deal with ineffective faculty, to lower class sizes, and for more faculty interaction.

The interviews with twenty-four EVC faculty whose MBI scores indicated burnout suggested multiple additional contributors to EVC full-time faculty burnout beyond the cluster system, gender, ethnicity, length of service, and contagiousness. The alternate hypothesis to hypothesis eight,

that there are additional contributors to EVC full-time faculty burnout, is confirmed and the null hypothesis is rejected.

Research Question Two

Cluster College Responses

California community colleges identified in the literature as having a similar organizational system to EVC's, a cluster system, were: Cypress College, Indian Valley College, Los Angeles Mission College, and Los Medanos College. Three community colleges outside of California that have been discussed in the literature as using the cluster system were Northampton County Area Community College, Oakton Community College, and College of DuPage. Each of these colleges was contacted through telephone interviews to determine if they are still using a cluster system of organization. It was found that they are not.

Fred Calhoun, Director of Developmental Studies at Cypress College, indicated that Cypress College does use a house plan that assigns students to houses contingent on their majors. Lowell J. Erickson, President of Los Angeles Mission College, indicated that the cluster system is still the organizational pattern. In reality, it consists of two divisions. As these community colleges are no longer using the cluster system, each interviewee was asked for their judgment as to the effect of the cluster system on faculty burnout. Calhoun replied that he could not comment directly on faculty burnout, but that he felt that "the fact that students relate frequently to faculty in their house may actually relieve stress."

Three people were interviewed at the Indian Valley College Campus of Marin Community College, George Kozitza, Vice President of Administrative Services, Jerry Burroni, Academic Senate President, and Consuelo Segal, Executive Secretary to the Vice President. According to George Kozitza, Indian Valley College Campus still has physical clusters, but does not offer interdisciplinary courses nor does it have participational governance. He felt that the "slower pace of life at Indian Valley and fewer students than at the Marin campus results in less interaction, and, therefore, less stress for faculty."

Consuelo Segal worked at Indian Valley College Campus during the time period when a cluster system was identifiable. It was her judgment that

> the cluster system did enliven faculty as they had full opportunity to participate in decision-making resulting in participatory control of the institution. Additionally, classified staff were full participants in the governance process. During this period, the cluster system contributed to high satisfaction for all college constituencies.

Jerry Burroni served as Dean of one of the clusters during the time that Indian Valley used the cluster system. He indicated that strong, cohesive feeling developed among faculty during the formation of the college. Some of the effects of the cluster system on faculty were:

> Within clusters there was pressure toward development of interdisciplinary courses. This generated much excitement and some burnout. These courses were expensive if faculty were fully paid and exhausting for them if they were not. The courses (English, biology, history, and sociology) were nine units and the faculty who taught them were "fired" and operating on a reservoir of energy. They were enthusiastic . . . they would say today that they couldn't have found a more valuable experience.

Burroni was not able to say whether this enthusiasm and excitement were the product of having a new system or the cluster system, itself.

Lowell J. Erickson, President of Los Angeles Mission College (LAMC) since 1982, indicated that the college was founded with a cluster system primarily because it was too small to have separate departments. He stated that "There were and are clusters A and B, but they have never become what was envisioned for them and students have no concept of the cluster system on the LAMC campus." In his opinion,

> The college has a tremendous faculty, classified staff, and administration, but they do suffer from burnout! It is everywhere! LAMC has a combination situation as many faculty have been with the college since its founding in 1975. After fourteen years with the college, they are tired of waiting for the college to be built. Nonetheless, they have retained their pioneering spirit . . . not sure whether the cluster system has contributed to faculty burnout as human nature is too complicated to be able to isolate effects.
>
> Some faculty like the myth of the cluster. Others are dissatisfied with the lack of realization of some cluster goals such as development of interdisciplinary courses. The leadership in the organizational system greatly affects satisfaction and this may be more important than the organizational system used.

Interviews were conducted with Chester H. Case, President of Los Medanos College and Leonard Price, Academic Senate President of Los Medanos College. Chester Case indicated that Los Medanos initially used clusters for governance and policy formation attempting to be as interdisciplinary as possible. Faculty were provided with a time and place for debate about policy issues and were very active in the beginning creating dialogue. However, Case commented:

> Subsequent to the first couple of years, the clusters atrophied. They declined as the procedural issues declined. They were abandoned to one large group. During the clusters period one cluster would feel left

> out when the other one brought issues to the plenary session after having thoroughly debated it. This created a pull to put everyone in the same room. Using clusters the way that Los Medanos did had a very positive effect in engaging the life of the institution, but a short life expectancy.
>
> Los Medanos' cluster system did contribute to a sense of overload for faculty because it added one more step to the decision-making process creating a "benign burnout." The use of clusters was abandoned to alleviate this added stress and as they were no longer needed to create the initial policies that shaped the institution.

Leonard Price, Academic Senate President at Los Medanos College, indicated that he felt the cluster system was "beneficial to the college in that it created interaction among faculty. Currently, however, faculty are expanding in other directions."

Richard C. Richardson, Jr., the founding president of Northampton County Area Community College, and its president from 1967-1977, indicated that the college did not literally use a cluster system as it had a fairly standard division structure, but that a system of participative governance, a major feature of cluster systems, was followed. In his opinion,

> genuine involvement in the governance of an institution has the effect of increasing faculty commitment to the organization and its goals. The purpose of participation as I described it in the 1972 book which I wrote with Blocker and Bender was to give faculty a sense of ownership of the programs they taught so that their interests in the quality of what they did would be enhanced. I am not certain that participative governance is stress-reducing. In fact, I suspect that it may be just the opposite, depending upon the issues involved. The function of participative governance from my perspective is to increase commitment, not to reduce stress.

He also stated that if stress is equated with burnout, that he has "serious doubts that either cluster systems or participative governance has much to do with its alleviation." Additionally, his reading of the case study of the

University of California at Santa Cruz suggests that a cluster system may create "a high level of stress caused by the attempt to serve two masters, the cluster colleges and the boards or disciplinary affiliations."

Interviews were conducted with Thomas Tenhoeve, President of Oakton Community College, and Dick Storinger, Oakton Community College's Dean of Communication. Tenhoeve indicated that the major problems Oakton had with its cluster system "were the communication problems across clusters and that areas of responsibility were not defined." When he was appointed president of the college, he was given the directive by the Board of Trustees to modify the system. A result of the reorganization is, according to Tenhoeve:

> A majority of the faculty are much happier with the new organizational system, but some are not. The faculty in general are currently less stressed and more vitalized. One major reason for this is the Oakton professional development committee that provides many experiences for faculty and staff. Oakton has always had strong faculty development committees, but the current committee is offering both faculty and staff greater growth opportunities than ever before. Also, identity as departments has fostered concern for teaching and learning by the respective discipline faculty members.

Dick Storinger, Dean of Communication at Oakton Community College, assessed the cluster system as being initially very successful. "Faculty were hired knowing that Oakton was going to have a cluster system and, therefore, people were selected who were disposed toward it." He continued:

> There were many interdisciplinary courses developed, team teaching, tandem courses, and integrated courses. The academic effect of this was vitalizing. Working with colleagues from other disciplines enabled faculty to think beyond discipline issues. An outcome of this was, however, that it eventually became difficult to know what one's colleagues within the discipline were thinking.
>
> During the mid- to late 1970's some of the faculty energy burned off as the college failed to provide support for faculty efforts.

> For example, faculty who were teaching in a learning community composed of four courses, taught a regular load in addition to this. They lost steam. This was not an effect of the cluster system, however, but rather lack of institutional support to go with interdisciplinary efforts. Faculty progressed in the various stages of burnout as they couldn't take advantage of what the system could promote.

According to Storinger, there were mixed feelings among the faculty toward changing to a division-department system. Nonetheless, "this conversion along with new administration has resulted in four to five times as much support for faculty efforts. This has conquered burnout." He added:

> I think the key point which can't be emphasized too much, is that there are simply too many variables--such as administrative support, the very personality of key administrators, the quality of faculty leadership, the age and family circumstances of the faculty (most of ours, for example, are approximately the same age and brought kids to adulthood and reached middle age simultaneously with the decline of the cluster system), the perception of the college in the community, receptiveness to national trends and fads, etc., etc.--to allow responsibility for burnout to be pinned on any single factor. Certainly, though, I'd consider administrative character and support and the quality of faculty leadership (tone and attitude) to be significantly more important factors than the system of organization.

Interviews were conducted of Ronald Lemme, Vice-President of Planning and Information at College of DuPage and Yura B. Vasilaiuskas, science instructor at College of DuPage. Lemme indicated that there had been conflict between adminstration and faculty at the college and that the cluster system became the focal point of complaints. When a new president was appointed, "he surveyed the faculty to see which type of system they preferred and found that most wanted a return to a traditional division-department system." Lemme commented:

> The cluster system did not seem to affect faculty burnout as much as it did to weaken communication in disciplines and among clusters. It did have the benefit of bringing faculty from different disciplines together and this advantage is currently maintained as faculty offices are in suites. Six faculty are in each suite and are generally a mix of faculty from different disciplines.

Vasilaiuskas, a science instructor at the College of DuPage for twenty years, indicated that the cluster system never really worked at the College of DuPage. She commented that "faculty in disciplines were separated from each other which had the effect of reducing accountability as someone was needed to coordinate the discipline." She believed that faculty are happier now with a traditional division-department system. She felt lost under the cluster system as her dean was a political science major. There was no discipline coordinator, so, "there was no central authority in scheduling classes or decision making process of what should be offered or ordered . . . there was no communication between the discipline members." Her assessment of the potential effect of the continuation of the cluster system was that if it had been continued she may have burned out. She added that Moraine Valley Community College in Palos Hills, Illinois, has also discontinued their cluster system, changing to a division-department system. She offered these suggestions to deter faculty burnout:

1. There should be a person with authority to coordinate the needs of a given discipline. That includes course offerings, class scheduling, budgeting for supportive teaching materials as well as the staff. That person should have a total picture of what is needed to carry out our teaching objectives. That person should have understanding of a given field. In my case, he/she should have a science background.
2. The faculty should feel free to express their opinions which should be respected.

3. The faculty should have input in areas which will affect the teaching environment.
4. The faculty should be given the needed materials to achieve teaching objectives.
5. The faculty should be provided with opportunities to share ideas with the members of their own discipline as well as with those from other disciplines.
6. The faculty should be encouraged to improve teaching strategies and search for more effective methods in achieving outlined goals.

Summary of the interview responses

The interview responses indicated that Cypress College, Indian Valley College, Los Angeles Mission College, Los Medanos College, Northampton County Area Community College, Oakton Community College, and College of DuPage are no longer using the cluster system of organization.

Those interviewed, college presidents, deans, academic senate presidents, faculty, and classified staff, indicated varying effects of the cluster system on faculty. As cluster systems encourage participation in governance and decision making processess, they create interaction and vitalization occurs. However, this involvement can and has led to burnout as it adds one more step to the decision-making process creating as Case indicated a "benign burnout." As Richardson suggested, participative governance may be stressful.

The interviewees suggested that multiple problems for faculty may result from the use of the cluster system. The cluster system may produce faculty frustration as teachers are unable to achieve the cluster goals of interdisciplinary course development and communication across clusters. The system may create competition for resources among clusters. Disciplines may experience weakened communication as faculty are separated from

each other and do not know what colleagues are thinking. The absence of a central authority for scheduling classes and making decisions results in reduced accountability for faculty and may produce faculty overload.

Some of those interviewed concurred that multiple contributors to faculty burnout are present, and that the use of the cluster system can account for only part of the burnout, if any. These contributors include: leadership in the organizational system; complex human nature; administrative support; personality of key administrators; quality of faculty leadership; age and family circumstances of faculty; perception of the college in the community; and, college receptiveness to national trends and fads.

It was felt by the interviewees that there are conditions that contribute to reduced faculty burnout. Establishing a slower pace of life with faculty relating to fewer students and relating to students in their own "house" decreases interaction and is, therefore, stress reducing for faculty. The use of a division-department system rather than a cluster system reduces burnout for some faculty as department identity is created. Additionally, the division-department system uses a central authority to do scheduling and decision making thereby reducing overload for faculty. Professional development committees can be used to provide varied experiences and growth opportunities for faculty and staff to help keep them vitalized.

Research Question Three

Methods of Alleviating Burnout

Literature Review. An examination of the literature to identify currently recommended methods of alleviating burnout identified multiple

strategies. Pines and Aronson's (1988) formal research of more than 5,000 participants and their experiences leading hundreds of cognitive and experiential workshops produced the following methods to reduce burnout. The authors suggested that organizations reduce staff-client ratios and that organizations consider the cost of burnout in their cost/benefit calculations. They further suggested making voluntary "times out" available as the opportunity to withdraw is "of critical importance with emotional strain." (p. 189) They recommended limiting hours of stressful work possibly through work sharing, increasing organizational flexibility, including training in one's formal education designed to minimize burnout. A final suggestion was to improve work conditions by creating comfortable physical environments; reducing bureaucratic interference by simplifying complex forms, tangled communication channels, and unnecessarily complicated work procedures; provide a sense of work completion by setting and reviewing clear, achieveable organizational objectives; using feedback to increase a sense of significance at work; offering specific rewards such as pay, benefits, security, promotional opportunities, appreciation and recognition. (pp. 188-196)

Todd-Mancillas (1988:69) indicated that, based on research, teaching related stress diminishes with: reduced teaching loads, flexible teaching schedules, diverse teaching assignments, increased opportunity to enrich teaching competencies, perceived rewards for providing quality instruction, constructive and appreciative feedback from students, and the absence of mandatory and punitive instructor evaluation. Faculty must be involved in assessing their burnout and creating appropriate intervention strategies. (p. 71)

Nesbitt (1987:1-2) believed that the "academic administrator bears the responsibility for recognizing symptoms of burnout and providing a stimulus for rejuvenation." She perceived alleviation of burnout as a mutual problem for administrator and faculty and that if faculty cannot suggest appropriate remedies, then, "administrators need to discover what brings a spark of interest and suggest or recommend a line of action." This line of action can include: involving faculty in activities broader than teaching their specific disciplines, placing burned-out faculty on committees with enthusiastic members, appointing them to new programs or projects, having them use their expertise to assist students and teachers in grades K-12, placing them on the staff development committee, giving sabbatical leaves, and assisting faculty in applying for Fulbright Fellowships, faculty exchanges, and NEH research grants by providing strong letters of recommendation.

Armour et al (1987:7-8) thought that faculty "must bear the responsibility for avoiding burnout and maintaining vitality," but that institutional support is important if faculty are to develop and avoid burnout. There is a continuum of strategies for maintaining faculty vitality that include: aids in accomplishing what is presently underway; temporary change in responsibilities; midcareer shifts; and, early retirement. Faculty should be encouraged and aided to complete projects already begun through such activities as providing minigrants, course reductions, and travel funds for conferences, research, and retreats. Temporary change in responsibilities may allow faculty to refine teaching methods, take an unusual teaching assignment, or to begin new research. Midcareer shifts enable faculty to take on a new set of responsibilities that may move them into administration, retrain for a new field or to go into business or government.

Early retirement is encouraged through incentives such as continuing health insurance, partial salary, and, use of office space and secretaries. The authors concluded that "Most institutions that have tried this program have been delighted with the results, as have the faculty members who have taken advantage of it."

In terms of senior faculty burnout, Armour et al, felt that development programs that are broad-based and diverse are essential. Even more important than the insitutional programs, however, is the institutional climate. The ideal climate is created through understanding burnout and offering faculty the opportunity to discover their individual niches while placing individual needs on a par with insitutional needs; allowing innovative development plans; flexible institution and department missions; a supportive community; involving faculty in institutional governance; having knowledgeable and sensitive department chairs; and, assuring faculty that they will be rewarded for their career development. (p. 11)

Altshuler and Richter (1985) indicated that the institution must "provide options designed to negate boredom, encourage creativity, and reward performance." (p. 57) Strategies to accomplish this and to reduce burnout are: sensitive administrators who are consistent and provide rewards; maintaining a vital curriculum exposing faculty to what is new; aiding instructors to experience variety in teaching, schedules, and new programs; valuing instructors through student evaluations; nurturing a sense of professionalism through classroom visitations by chairpersons and peers; involve the community and alumni to assist teaching excellence. (pp. 58-60)

Oromaner (1986) and Parilla (1986) suggested that community college teaching needs to be reconnected with scholarship as a method of alleviating

burnout. Seidman (1987:45) indicated that community colleges have separated research and scholarship from teaching and that this "has blocked crucial sources of sustenance and renewal that are essential to maintaining excellence. In an in-depth interviewing of seventy-six community college faculty, he found that continued learning was a major source of power and opportunity for them.

Libby and Walz (1987:27) considered burnout to be job-related stress. They suggested five combative strategies for coping with stress: stress monitoring, marshalling personal resources, taking direct action either to eliminate or lessen the power of stressors, developing greater tolerance for stresses which cannot be eliminated, and lowering stress arousal. Jorde and Young (1987:2) indicated that it is important for faculty to admit that there is a stress problem and realizing "that it has situational features decreases guilt, shame, and feelings of helplessness." They suggest that negative self-talk should be eliminated and that there should be recognition that changes can occur. Additionally, faculty must "discriminate between the concrete demands of the job and self-imposed demands."

According to Eliot and Breo (1984:205), stress can be reduced by individuals learning to be copers. They recommended learning to: listen to one's body, identify physical symptoms and recognize that they are stress-related; prepare for change, be expecting things to change and regarding change as opportunity; manage time to allow time each day for planning and prioritizing; work well with others through improved listening, development of support systems, delegating work, giving and receiving effective feedback; and, put balance into one's life by building non-work time into every day and taking regular vacations.

DuVal (1986:113-114) indicated that a health promotion program is necessary for educators "so that individuals can make informed choices and change their behavior in order to achieve an optimum level of physical and mental health and improve their physical and social environment." He felt that educators need to follow the lead of the business community and implement this type of program. The Santa Cruz Sentinel (2/2/87) reported that sixty percent of all corporations with over fifty workers provide and encourage the use of physical fitness facilities and programs. These programs are in place to prevent and reduce employee stress.

The literature offers multiple strategies for reducing full-time faculty burnout in community colleges. There are many suggestions that institutions can implement, that administrators can be personally responsible for, and that individuals can do for themselves. Pines and Aronson (1988:182) indicated that "there is a great deal of variability in the causes and effects of burnout even within the same organization. EVC faculty are central to the understanding of which strategies will be most effective to the specific causes of their burnout. The suggestions of the faculty who had measured burnout on one or more of the MBI subscales are reported in the next section.

EVC faculty strategies for alleviating burnout. The twenty-four faculty members whose scores on one or more of the MBI subscales indicated that they are experiencing burnout were asked in the follow-up interviews what gives them pleasure and satisfaction in their jobs. All twenty-four responded that student achievement is at the core of their satisfaction. Interviewees were asked if they feel successful and

twenty-three indicated that to some degree they do and, for the most part, do not plan to leave EVC.

Interviewees were asked how they would change EVC to increase faculty vitality and satisfaction with teaching and to prioritize their responses. Hiring dynamic leaders with interest in teachers and teaching, reducing class sizes, and creating a faculty center were listed as the top priority by three faculty members each. Increasing administrative support for faculty was ranked as the number one change by two faculty members. Other first priorities mentioned by one interviewee each related to teaching were to: make the college more education oriented rather than business oriented; reduce teaching loads; recognize faculty skills and performance; find out if faculty are teaching what they want to be teaching and accomodate them; be clearer about what is wanted and appreciate good teaching; pursue high quality teachers; hire young instructors; create flexible work loads and create more free time for faculty to try new ideas; and, to give faculty power and trust their decisions. Other first priority suggestions were to start over eliminating the old wounds, scars, battles, and ways and to increase administrative communication with faculty.

There were many other suggestions. Some were repetitious of the first priority strategies, but ranked by others at a different level. Those that were not mentioned as number one priorities relate to treatment of faculty, budget concerns, administrative style, organizational structure, communication, and environment. Some of these were:

Treatment of faculty: encourage sabbaticals and let faculty use the knowledge gained from them; give faculty the authority to decide how money is spent; continue to encourage sabbaticals and conferences and make

the application process for them a friendly process; stop linking faculty with staff and give instructors appropriate status; increase faculty teaching support such as student aides; develop a reward system for faculty for consistently doing their jobs well; give recognition to all of the work that goes into laboratory classes; and, make a commitment to community building so that people will have a sense of identity and belonging

Budget concerns: give faculty the authority to decide how money is spent; finance existing programs before building buildings; hire enough faculty for the number of students; provide a center for the performing and creative arts; hire more classified staff and make their services available to faculty for typing and copying; develop the elective program and create new classes; and, reduce the number of administrators and their salaries and use the savings for aides and tutors.

Administrative style: create paths where faculty want to walk rather than where they are told to and eliminate some of the paperwork;

Organizational structure: dispense with the cluster system so that faculty can communicate and have contact with each other, and, restructure so that disciplines can be together to enable discipline colleagues to talk together regularly; .

Communication: produce a faculty brochure that includes each faculty member with a picture and his/her recent accomplishments and distribute it.

Environment: create better access to resources including a high speed copy machine with the ability to make sufficient copies, an adequate prep room, and an adequate centralized mailroom; restructure the physical structure to provide an appropriate temperature, individuality in each

classroom, specialized equipment appropriate to the discipline, and a direct line for faculty to request changes in the environment; provide a center for the performing and creative arts; and, improve the college appearance.

The faculty who were interviewed thoughtfully offered many suggestions as methods of alleviating EVC full-time faculty burnout. Most of the suggestions were consistent with the methods suggested in the literature. Some of them, such as eliminating the cluster system, reducing class sizes, recruiting excellent and young instructors, and creation of a faculty center, are somewhat specific to Evergreen Valley College.

Summary

The research questions for this study were to determine why Evergreen Valley College full-time faculty are experiencing burnout; to determine the degree of full-time faculty burnout being experienced by other community colleges with similar organizational structures, and, to determine how faculty burnout. In summary, the following are answers to the research questions.

The study found that SJCC faculty working in a division-department system had a significantly higher level of emotional exhaustion than EVC faculty working in a division-department system. There was no significant difference in the depersonalization and personal accomplishment scores of the two groups. Additionally, there was no significant difference between each group's assessment of the effect of the organizational system's effect on their burnout. The study indicated that gender, ethnicity, and length of

service do not significantly affect burnout. There was evidence that burnout is contagious.

The follow-up interviews with EVC faculty who are experiencing burnout characterized the college climate as conflictual, non-rewarding, and as lacking in openness and supportiveness. They see EVC administators as uninterested in improving this climate which leaves them tired and drained at the end of the day with uncompleted tasks and feeling cynical.

Specific contributors to EVC faculty burnout were identified by interviewees as poor treatment of faculty, budget concerns, administrative style, organizational structure, communication problems, environmental problems, little opportunity for personal growth and development, and large class sizes.

Interviews with community college personnel at colleges that have used a cluster system revealed that multiple problems for faculty may result from the use of the cluster system, but that the cluster system may also encourage vitality. There are other contributors to burnout, in their judgment, beyond the organizational structure of the college.

The literature offered multiple strategies for reducing faculty burnout in community colleges. There were many suggestions that institutions can implement, that administrators can be personally responsible for, and that individuals can do for themselves. Additionally, the EVC faculty were able to offer many suggestions for alleviating burnout. Their highest priorities were to lower class sizes, to make education rather than the budget the college's first priority, eliminate the cluster system and institute a division-department system, require a humanistic administrative style, create a

channel of communication to give faculty input into decision making, and to improve environmental conditions.

CHAPTER 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results

The purposes for this study were:

Purpose 1: To identify major contributors to Evergreen Valley College full-time faculty burnout.

Purpose 2: To discover what is being done to reduce full-time faculty burnout in other California community colleges that are organizationally similar to Evergreen Valley College.

Purpose 3: To devise directions to assist Evergreen Valley College to alleviate its full-time faculty burnout.

The research questions for this study were to determine why Evergreen Valley College (EVC) full-time faculty are experiencing burnout; to determine the degree of full-time faculty burnout being experienced by other community colleges with similar organizational structures; and, to determine how faculty burnout can be reduced. Interpretation of the results of each research question follow.

This study found that the problem of burnout among Evergreen Valley College (EVC) full-time faculty continues to be severe enough to warrant individual and organizational attention. There was high participation in the first phase of the study. Seventy-two percent of the EVC faculty, eighty-nine percent of EVC management, and seventy-six percent of the EVC classified

staff responded to the survey which indicated strong interest in the problem of burnout for the EVC campus and a willingness to assist in assessing it.

The study consisted of three phases. In the first phase each group's level of burnout as measured by the Maslach Burnout Inventory (MBI) was examined. Additionally, San Jose City College full-time faculty's MBI scores were analyzed to enable a comparison of the effect of differing organizational systems on burnout. MBI scores were used to measure the relationship of gender, ethnicity, and length of service to burnout. The contagiousness aspect of burnout was determined by comparing EVC faculty's 1985 MBI scores with their scores in this current study. Additionally, twenty-four full-time EVC faculty whose questionnaire (MBI) responses indicated that they were experiencing burnout were interviewed to assist in identifying other specific contributors to EVC's burnout.

The second phase of the study consisted of telephone interviews with personnel (college presidents, academic senate presidents, and relevant others) from organizaionally similar community colleges to determine the degree of full-time faculty burnout on those campuses.

The third phase of the study elicited strategies for reducing burnout suggested in the literature and from EVC faculty in the follow-up interviews.

Research Question One

Eight hypotheses were tested to determine why EVC full-time faculty are experiencing burnout. The first four hypotheses predicted that there were four specific factors that contribute to faculty burnout: the cluster

system of organization, being a female minority on a male majority faculty, being an ethnic minority on an ethnic majority staff, and ten years or more of community college teaching. The fifth hypothesis predicted that burnout is contagious and that instructors whose MBI scores in the 1985 study did not indicate burnout would now score in the early or advanced stages of burnout. Hypotheses six and seven also addressed the contagiousness aspect of burnout and predicted that EVC administrators' and EVC classfied staff's MBI scores would indicate burnout. Two-tailed *t*-tests were used to test the data for significance at the .05 level for the first seven hypotheses. The eighth hypothesis was that there are contributors to burnout other than organizational system, gender, ethnicity, and length of service. This was tested by interviewing EVC faculty whose MBI scores indicated that they have burnout.

Hypothesis One. The results of the testing of hypothesis one to determine the effect of working in a college with a unique organizational system, a cluster-center system, were that it does not produce higher full-time faculty burnout than working in a traditional division-department system. San Jose City College (SJCC) faculty's MBI subscale scores for emotional exhaustion were significantly higher at the .05 level than EVC's. There was no significant difference for the subscales of depersonalization and personal accomplishment at the .05 level. Additionally, there was no significant difference in the assessment by each faculty of the organizational system's effect on their burnout at the .05 level. Both faculties, however, are experiencing burnout. This comparison of the level of burnout for the two faculties did not support the prediction that the cluster system is a major contributor to burnout.

Hypothesis Two. The results of the testing of hypothesis two to determine if being a female minority on a male majority faculty increases burnout were that it does not. There were no significant differences between female and male MBI scores at the .05 level of significance. This is consistent with Filan et al's (1986) study that found that gender is not significantly related to job satisfaction.

Hypothesis Three. The MBI scores for ethnic minority faculty were not significantly higher than ethnic majority faculty at the .05 level of significance. There has been limited research done to examine the relationship of race/ethnicity and burnout, however, these results do support Armour et al's review of other faculty studies (1987:5) that found that race does not seem to be a prominent determinant of faculty stress.

Hypothesis Four. Ten years or more of community college teaching as a contributor to burnout was not supported nor was ten years or less. Neither group's MBI scores were significantly higher than the other at the .05 level of significance. Concern about burnout being of special significance for senior faculty (Altman, 1986) and the relationship of length of service to faculty stagnation and diminished job involvement as part of burnout (Harnish & Creamer, 1986) is not supported by these results.

Hypotheses Five, Six, and Seven. These hypotheses addressed the contagiousness aspect of burnout. To test the contagiousness theory, faculties' 1985 MBI scores were compared with their scores in this study (hypothesis five), administrators were tested for burnout (hypothesis six), and classified staff (hypothesis seven) were tested for burnout. Of the twenty-nine faculty whose MBI scores did not test above the mean in 1985, fifteen of them now have MBI scores indicating that they are experiencing

burnout. Their scores were dichotomized around the means of the current study. This method was also used to analyze the MBI scores of administrators and classified staff. The results indicated that EVC administrators (seventy percent) and classified staff (seventy-three percent) are experiencing burnout. This provides support for the theory that burnout is contagious (Johnson, 1982:34; Altshuler & Richter, 1985:60; Armour et al, 1987).

Hypothesis eight. This hypothesis was tested by interviewing twenty-four faculty whose MBI scores on one or more of the subscales were higher than the MBI standardized means for educators in postsecondary education, thus indicating some burnout. The eighth null hypothesis was that there were no other contributors to EVC full-time faculty burnout other than organizational system, gender, ethnicity, and longevity of service. This was soundly rejected as the interviews produced multiple additional contributors specific to the EVC campus. As this information came from the faculty members who are experiencing burnout, it has strong validity.

The major contributors were categorized as treatment of faculty, budget issues, administrative style, organizational structure, communication problems, and environmental problems. Treatment of faculty consisted of punishment for expressing dissent, treating mistakes as criminal acts, not providing enough help, heavy workload, the favoring of particular groups, requiring extraneous paperwork, and not considering faculty in decision making. The budget issues were allowing the budget to take priority rather than better teaching, not giving budget support to programs, judging disciplines by economics, having far too many students and classes while being understaffed, and the underfunding of EVC while overfunding SJCC.

Administrative style concerns were that a public relations image of the college is conveyed rather than what actually exists. This, coupled with administrative control of what faculty perceive should be under their jurisdiction, has created a condition in which faculty feel prevented from transforming conditions to solve educational problems. In terms of the organizational structure, the cluster system was viewed as creating fragmentation producing a lack of coordination and supervision within the discipline, and that there is no cluster-center identity which has factionalized disciplines. Need was articulated for a department chairperson of the discipline, for disciplines to be housed together, and a central place for disciplines to meet, and the need for an educational structure rather than a business structure.

Major communication problems on campus were that there is no channel for faculty to voice opinions or to generate informed opinions about policies and that there is loneliness and isolation without support groups for faculty. The environmental problems were the heat or lack of it, having as many chairs as possible crammed into classrooms, and offices without windows. Additional contributors mentioned were the lack of personal growth and development opportunities and large class sizes. The specific contributors to EVC full-time faculty burnout have now been identified by the people affected by it creating the potential for relevant procedures to alleviate it.

It needs to be noted that while the testing of hypothesis one did not provide support for the effect of the cluster system on burnout, the results of these interviews did. Among the twenty-four faculty who participated in

the follow-up interviews, there was strong feeling that the use of the cluster system has contributed to their burnout through fragmenting disciplines.

Research Question Two

The second research question examined the degree of full-time faculty burnout being experienced by other community colleges with similar organizational structures. Hypothesis nine stated that California colleges with organizational structures similar to EVC's will indicate that their full-time faculty are experiencing burnout as a result of their organizational system.

California colleges that were identified in the literature as having similar organizational structures to EVC's were Cypress College, Indian Valley College, Los Angeles Mission College, Los Medanos College. Personnel at these colleges were interviewed to determine the effect of the use of the cluster system on their faculty's burnout. Additionally, Northampton County Area Community College, Oakton Community College, and College of DuPage have used cluster systems and personnel at these colleges were interviewed, also. It is significant that these colleges are no longer using a cluster system.

The college presidents, deans, academic senate presidents, faculty, and classified staff who were interviewed felt that the cluster system has both vitalizing and burnout effects for faculty. The fact that the cluster system has been abandoned in each instance and replaced with a division-department system, for various reasons, makes the strongest statement. The problems with the cluster system that were mentioned by

the interviewees are similar to those identified in the study (Johnson, 1987a) of EVC's staff and student satisfaction with the cluster system.

While null hypothesis nine was rejected, no interviewee indicated that the cluster system is solely responsible for faculty burnout. The other contributing factors suggested by the interviewees were the college leadership, the complexity of human nature, the amount of administrative support, the personality of key administrators, the quality of faculty leadership, the age and family circumstances of faculty, perception of the college in the community, and college receptiveness to national trends and fads. These are in concurrence with the factors suggested in the interviews with EVC faculty and provide additional validation of the major contributors to faculty burnout.

Research Question Three

The review of the literature and face-to-face interviews with EVC faculty provided multiple strategies for alleviating EVC full-time faculty burnout. The interviews with personnel at colleges formerly using cluster systems also offered important methods that can be used by Evergreen Valley College to reduce burnout. These will enable the college administration, Academic Senate, and faculty to take specific steps to reduce the problem of burnout on the EVC campus not only for full-time faculty, but eventually, administrators and classified staff as well.

There were similar methods mentioned in the literature, interviews with EVC faculty experiencing burnout, and cluster college personnel. The suggesting of these methods in all three places confirms their importance. These will be listed and discussed first, followed by a discussion of methods

that are specific to EVC that were mentioned by EVC faculty members in the follow-up interviews.

Methods of Alleviating Burnout Suggested by the Literature, EVC Faculty, and Cluster College Personnel.

1. Recognize that burnout exists.
2. Reduce faculty-student ratios.
3. Provide "times out" in the form of sabbaticals, travel, special projects, research, and attendance at conferences and workshops.
4. Provide training in minimizing burnout.
5. Create interesting, comfortable work environments.
6. Reduce paperwork and unnecessarilty complicated work procedures.
7. Open communication channels and encourage use of them.
8. Clarify organizational objectives.
9. Provide feedback to increase a sense of significance at work.
10. Employ sensitive administrators who are consistent and will provide appreciation, recognition, and respect to faculty.
11. Provide flexible teaching schedules with diverse teaching assignments.
12. Use administrative leadership and faculty to assess burnout, recreate interest in the educational process, and to formulate procedures to cope with stress and burnout.
13. Place individual needs on a par with insitutional needs.
14. Make faculty true partners in the governance and decision-making processes.
15. Have knowledgeable and sensitive department chairs.

16. Reward faculty for scholarship and career development.
17. Encourage creativity and reward it.
18. Develop a health promotion program.

These are specific suggestions that can be implemented by the institution. Recognition by administrators and faculty is foremost that full-time faculty burnout is a serious problem that requires attention. Burnout needs to be regarded with the seriousness that others are giving to it (Todd-Mancillas, 1988; Gmelch, 1983; University of Georgia, 1986; International Conference on Improving University Teaching, 1984; Schwab, 1986). There needs to be recognition that specific steps can be taken to create a healthy organizational climate that will promote faculty vitality and assist in preventing and reducing burnout.

It is in the best interests of the institution to do so. Melendez and de Guzman (1983) described potential outcomes of burnout for the institution and Minnehan and Paine (1982) pointed out its economic costs. Carroll and White (1982), Clagett (1980), Shinn (1982), and Maslach (1982) all call for burnout to be studied within the context of the system of which it is a part. It should be seen as organizational outcome and modified in terms of situational sources of job-related, interpersonal stress (Maslach, 1982). This implies that without organizational attention, the problem is unlikely to be significantly reduced.

EVC faculty suggestions for alleviating burnout. The EVC faculty members who were interviewed suggested additional factors beyond those already mentioned. Faculty perceived reduced teaching loads as important and felt that administrators should assist faculty in teaching what they want to teach. Appropriate status should be given to faculty members. A faculty

brochure should be produced and distributed that would include a picture of each faculty member and a listing of his or her recent accomplishments. The faculty should be given authority in the budgeting process. High quality, young instructors should be sought to strengthen the present faculty. Interviewees suggested that they need increased teaching support in the form of aides and classified staff to do typing and copying. The cluster system should be dispensed with and the college restructured to make it education oriented rather than business oriented. Additionally, faculty felt that community building is needed and that old wounds, scars, and battles should be eliminated to facilitate integration of newer teachers into the system. New facilities are needed and should include a faculty center and a performing and creative arts center. Faculty need to have better preparation facilities, a centralized mailroom, and improved classroom environments that have appropriate temperatures and specialized equipment. Faculty salaries should be increased and the number of administrators should be reduced producing savings that could be used for aides and tutors. New classes need to be designed and the elective program developed.

These suggestions are what the EVC faculty felt would assist them to alleviate their burnout. If effective community college teaching is in danger of becoming obsolete, as Alfred (1985) suggested, they are worthy of immediate attention. These suggestions and the ones previously mentioned provide a conduit for reengaging faculty in the educational process and to assist them in overcoming the "powerlessness, meaninglessness, normlessness, isolation, and self-estrangement" that Alfred referred to. (p. 2) Certainly, some of these suggestions are more heavily weighted than are

others, but cumulatively they provide much of the solution to the burnout problem on the Evergreen Valley College campus. The most important and effectual suggestions are outlined in the final section.

Conclusions

Conclusions are derived from the results obtained from the testing of the three research questions upon which this study was based:

1. Full-time faculty burnout continues to be a problem for Evergreen Valley College.

2. The cluster system is a contributor to EVC's full-time faculty burnout.

3. Gender, ethnicity, and length of service are not significantly related to burnout.

4. Burnout is contagious and is now being experienced by faculty who previously (1985) did not indicate that they had it. Additionally, EVC administrators, and classified staff are experiencing burnout.

5. San Jose City College's full-time faculty are also experiencing burnout.

6. Community colleges that have previously used a cluster system of organization have discontinued it and have returned to division-department systems.

7. The contributors to EVC's full-time faculty burnout are identified and center on treatment of faculty, budget concerns, administrative style, organizational structure, communication problems, and environmental problems. Faculty are burned out from being treated indifferently and

without respect, ignored in the real decision making in the college, working in a system that has them separated organizationally and physically from their discipline colleagues, not being given rewards, and from working in an environment in which inadequate physical conditions are not remedied.

Recommendations for the Improvement of Practice

Based on the results and conclusions of this study, it is recommended that the administration of Evergreen Valley College:

1. Recognize the seriousness of the burnout problem for Evergreen Valley College full-time faculty and immediately use leadership to alleviate it. It is important that the full-time faculty burnout problem's institutional and personal costs be recognized as legitimate by the EVC administration as worthy of attention. Training in minimizing burnout needs to be provided. Use administration and faculty to assess burnout, recreate interest in the educational process, and institute a process for continuing to formulate procedures to cope with stress and burnout. Use the staff development committee and staff development monies to assist with continuous monitoring of burnout.

2. Eliminate the cluster-center system and institute a division-department sytem. The effect of the cluster-center system on factionalizing disciplines and producing a sense of isolation for some faculty is a major contributor to this college's burnout and must be addressed. It is recommended that the college consider duplicating a form of College of DuPage's use of faculty suites, with a mix of six faculty from different

disciplines in each suite, to maintain the strongest perceived attribute of the cluster system at EVC, interdisciplinary faculty contact.

Use the division-department system to open communication channels to incorporate faculty into the real decision-making of the college, thus, making them true partners in the governance process.

3. Reduce class sizes by using input from disciplines to create educationally responsible class size and use administrative leadership to achieve it. The continued use of classroom size and contract agreement as criteria for determining class size rather than appropriateness to the learning situation should be immediately discontinued. Administrators should use AB1725 regulations to enable class size reduction. Reduced class size will also assist in returning the college focus to education rather than the budget as the driving force for the college.

4. Create interesting, comfortable work environments by improving conditions in the classrooms, create adequate preparation areas for faculty, and establish a faculty center. To accomplish classroom improvement, survey faculty to determine individual classroom needs and use faculty expertise in the area of interior design to implement the changes.

Move immediately to create larger preparation areas for faculty with copy machines and give them access to them. Install a large copy machine in the reprographics area for faculty to reproduce their own materials when those materials are needed immediately.

Create a faculty center recognizing fully the need for faculty to meet together on a regular, casual basis. This will help overcome the isolation that some faculty are feeling and, after fifteen years without a centralized

meeting place for faculty, a faculty center holds the potential of renewing faculty spirit. It will also facilitate integration of new faculty.

5. Require the use of humanistic leadership styles by all administrators to assure that respect is conveyed for faculty. Use humanistic leadership style as a criterion in evaluation of administrators. Employ consultants in leadership training to achieve this.

6. Develop a health promotion program for faculty and use the new physical education facility to assist with this. Use the expertise of the Director of Health Services and the physical education instructors to develop this program. Provide them with release time to achieve it. Encourage and support faculty participation in the program.

It is recommended that the Evergreen Valley College Academic Senate be actively involved in the implementation of these recommendations.

San Jose City College Academic Senate should be informed of the burnout problem and encouraged to identify causes and to take steps. Additionally, San Jose City College should be encouraged to assess administrator and classified staff level of burnout and, if burnout is present, to work on alleviation. As both faculties are part of the same district, there are probably exacerbating effects from both faculties having burnout and alleviation of SJCC's faculty burnout should have a resulting effect on lowering EVC's.

It is further recommended that follow-up interviews be conducted of administrators and classified staff whose MBI subscale scores indicated burnout, and that there be a commitment to do appropriate interventions. This will be a step toward more human treatment of administrators and

classified staff, and should have the resulting effect of reducing faculty burnout.

Evergreen Valley College faculty, administrators, and classified staff's level of burnout should be surveyed annually. Additionally, there should be assessment of the factors contributing to burnout and formulation of appropriate interventions. The interventions should be evaluated through feedback solicited by the President's Council, Academic Senate, and the Classified Council.

The above recommendations hold the potential to greatly increase the well-being of the full-time faculty of Evergren Valley College. Additional benefits are possible for administrators, classified staff, and the faculty of San Jose City College. Students will be the ultimate receivers of these benefits as their learning occurs with vitalized faculty who are fully engaged in the educational process.

Subsequent studies, mentioned earlier, will serve to maintain a high level of vitality as faculty alienation continues to be replaced with enthusiasm.

Strategies for Diffusion, Implementation, and Improvement

The results, conclusions, and recommendations of this study will be presented to Evergreen Valley College's President's Council, Classified Council, Academic Senate, and San Jose City College's Academic Senate. EVC administrators, classified staff, and full-time faculty will be given the study results and recommendations. A copy of the MARP will be placed in the EVC library. This study will be submitted to ERIC and Dissertation Abstracts.

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APPENDIXES

APPENDIX A

REVISED MASLACH BURNOUT INVENTORY

Human Services Survey

Christina Maslach and Susan E. Jackson

The purpose of this survey is to discover how various persons in the human services or helping professions view their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey, it uses the term *recipients* to refer to the people for whom you provide your service, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work.

On the following page there are 23 statements of job-related feelings. Please read each statement carefully and decide if you ever *feel* this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Then decide *how strong* the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it. An example is shown below.

Example:

HOW OFTEN:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day	
HOW STRONG:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN	HOW STRONG	
0–6	0–7	
_____	_____	Statement: I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) on both lines. If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1" on the line under the heading "HOW OFTEN." If your feelings of depression are *fairly* strong, but not as strong as you can imagine, you would write a "6" under the heading "HOW STRONG." If your feelings of depression are very mild, you would write a "1."

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577 College Ave., Palo Alto, CA 94306

Human Services Survey

HOW OFTEN:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day	
HOW STRONG:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN 0-6	HOW STRONG 0-7	Statements:
1. ____	____	I feel emotionally drained from my work.
2. ____	____	I feel used up at the end of the workday.
3. ____	____	I feel fatigued when I get up in the morning and have to face another day on the job.
4. ____	____	I can easily understand how my recipients feel about things.
5. ____	____	I feel I treat some recipients as if they were impersonal objects.
6. ____	____	Working with people all day is really a strain for me.
7. ____	____	I deal very effectively with the problems of my recipients.
8. ____	____	I feel burned out from my work.
9. ____	____	I feel I'm positively influencing other people's lives through my work.
10. ____	____	I've become more callous toward people since I took this job.
11. ____	____	I worry that this job is hardening me emotionally.
12. ____	____	I feel very energetic.
13. ____	____	I feel frustrated by my job.
14. ____	____	I feel I'm working too hard on my job.
15. ____	____	I don't really care what happens to my recipients.
16. ____	____	Working with people directly puts too much stress on me.
17. ____	____	I can easily create a relaxed atmosphere with my recipients.
18. ____	____	I feel exhilarated after working closely with my recipients.
19. ____	____	I have accomplished many worthwhile things in this job.
20. ____	____	I feel like I'm at the end of my rope.
21. ____	____	In my work, I deal with emotional problems very calmly.
22. ____	____	I feel recipients blame me for some of their problems.
23. ____	____	Working within this organizational system (division-department or cluster-center) makes my work more difficult.

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APPENDIX B

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TO REVISE THE MASLACH BURNOUT INVENTORY

CONSULTING PSYCHOLOGISTS PRESS, INC.

577 College Avenue (P.O. Box 60070), Palo Alto, CA 94306 (415) 857-1444

Tanya Johnson
660 - 36th Avenue
Santa Cruz, California 95062

In response to your request of Mar. 30 & 8-5-88 (Date) permission is hereby granted you to use an altered form of the Maslach Burnout Inventory for research purposes.

subject to the following restrictions:

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By Sue Beaver Sue Beaver Date Aug. 10, 1988
Permissions Department

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APPENDIX C

CONSULTING PSYCHOLOGIST'S PRESS' LETTER ELIMINATING

THE MBI INTENSITY DIMENSION

CONSULTING PSYCHOLOGISTS PRESS, INC.
577 College Ave. (P.O. Box 60070), Palo Alto, California 94306 (415) 857-1444

September 14, 1988

Tanya Johnson
660 - 36th Avenue
Santa Cruz, CA 95062

Dear Ms. Johnson:

I have spoken to Mark Pope, CPP's coorinator of professional and technical support about your question regarding the new version of the MBI. The only difference between the two versions is that the Strength of Feeling or "How Strong" scale was dropped with the new one.

This Strength of Feeling Scale didn't contribute anything extra to the properties of the instrument. Hence, the Frequency Scale is all that is included on the new form.

The fact that you have used our old form should not alter your research results. I am enclosing a copy of page 8 from the newer MBI manual which explains this more fully.

If you have any further questions, please contact Mark at the above number Mondays through Thursdays in the afternoons.

Thank you.

S. Beaver

Suzanne Beaver
Permissions/Contact Department

P.S. I am enclosing our catalog which will give you all the current information on the MBI.

APPENDIX D

DEMOGRAPHIC DATA SHEET

DEMOGRAPHIC DATA SHEET

Your sex:
_____ (1) Male
_____ (2) Female

Your age:
_____ years

Are you (check only one group)
_____ (1) Asian, Asian American
_____ (2) Black
_____ (3) Latino, Mexican, Mexican American
_____ (4) Native American, American Indian
_____ (5) White
_____ (6) Other (please specify) _____

What is your current position?
_____ (1) Faculty
_____ (2) Classified Staff
_____ (3) Administrator _____

How long have you been employed in your current position?
_____ Years

How long have you been employed in a community college?
_____ Years

How many hours per week do you work at the job indicated above?
_____ 50 (or more) hours per week
_____ 40-49 hours per week
_____ 30-39 hours per week
_____ 20-29 hours per week
_____ fewer than 20 (specify: ____hours per week) _____

(Administrative use only)
EE:F ____ ____ EE:I ____ ____
DP:F ____ ____ DP:I ____ ____
PA:F ____ ____ PA:I ____ ____

APPENDIX E

SURVEY FOLLOW-UP LETTER

September 27, 1988

Dear

Recently, I sent you a human services survey form. I realize that this is a busy time of year, but if you can take the time to complete it, it will be very useful for the project I am working on for my graduate work. If you need another form, please just check the box below, return this letter to me, and I will put another form in your mailbox.

Your personal response will be kept confidential, but the general results of the survey will be shared with all participants.

Thank you for your assistance.

Sincerely,

☐ Additional Form

APPENDIX F

FEEDBACK LETTER TO SURVEY RESPONDENTS

October 27, 1988

112

Dear

Thank you for responding to the Human Services Survey and the Demographic Data Sheet that I sent to you in September. I feel indebted to you for your time. The wide response has made the study worthwhile for me and, hopefully, for Evergreen Valley College and San Jose City College.

The survey was designed by Christina Maslach to assess the three aspects of the burnout syndrome: emotional exhaustion (EE), depersonalization (DP), and lack of personal accomplishment (PA). Each aspect is measured by a separate subscale. The EE subscale assesses feelings of being overextended and exhausted by one's work. The DP subscale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment, or instruction. The PA subscale assesses feelings of competence and successful achievement in one's work with people.

According to Maslach, burnout ranges from low to moderate to high degrees of experienced feeling rather than just being present or absent.

- ☐ A **high degree of burnout** is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale.

- ☐ An **average degree of burnout** is reflected in average scores on the three subscales.

- ☐ A low **degree of burnout** is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale.

At present, scores are considered high if they are in the upper third of the distribution, average if they are in the middle third, and low if they are in the lower third. Given present knowledge about the relationships between the three aspects of burnout, the scores for each subscale are considered separately and are *not* combined into a single, total score.

I am reporting to you your personal scores. Rest assured that **no one else** has had or will have access to them. You can relate your scores to the table for some comparison of where you are compared to respondents in previous samples (page 3). Additionally, I have listed the means for all groups in this present study (page 2). They include: EVC management, classified staff, and full-time faculty, and SJCC full-time faculty. You will be able to see if you are higher or lower than your co-workers in the various groups. I have also listed the means of the responses to statement 23 on the survey.

I will be analyzing the results of this study for inclusion in my Major Applied Research Project for Nova University. I will be presenting the results in cumulative form with recommendations for alleviating burnout on the Evergreen Valley College campus to the EVC President's Council, the EVC Classified Council, and the EVC Academic Senate.

Sincerely,

122 Tanya Johnson

Your scores: EE_____ DP_____ PA_____

Listed below are the averages (means) for each group surveyed in this study and the range of responses (scores) from each group.

EVC Management - 89% response

Means	Range of Scores
EE: 19.94	6-41
DP: 4.24	0-15
PA: 39.59	31-47

EVC Classified - 76% response

Means	Range of Scores
EE: 17.72	2-51
DP: 5.42	0-21
PA: 37.21	14-54

EVC Full-time Faculty - 70% response

Means	Range of Scores
EE: 16.62	4-51
DP: 5.37	0-21
PA: 39.14	20-48

SJCC Full-time Faculty - 46% response

Means	Range of Scores
EE: 18.15	0-52
DP: 5.10	0-18
PA: 38.52	16-48

EVC -Roble Full-Time Faculty
79% response

Means	Range of Scores
EE: 17.77	5-51
DP: 6.29	0-21
PA: 37.13	20-47

EVC Acacia Full-Time Faculty
63% response

Means	Range of Scores
EE: 15.56	4-37
DP: 4.53	0-13
PA: 40.97	27-48

Statement 23. Working within this organizational system (division-department or cluster-center) makes my work more difficult.

	Mean	Range of Scores
EVC Management	2.88	0-6
EVC Classified	1.70	0-6
EVC Full-Time Faculty	2.34	0-6
EVC FT Faculty - Roble	3.00	0-6
EVC FT Faculty - Acacia	1.74	0-6
SJCC Full-Time Faculty	2.40	0-6

TABLE 1. *Categorization of MBI Scores*[1]

MBI Subscales	Range of Experienced Burnout		
	Low (lower third)	Average (middle third)	High (upper third)
Overall Sample			
EE[2]	≤16	17-26	≥27
DP	≤ 6	7-12	≥13
PA	≥39	38-32	≤31
Occupational Subgroups			
Teaching (K-12)			
EE	≤16	17-26	≥27
DP	≤ 8	9-13	≥14
PA	≥37	36-31	≤30
Post-secondary Education			
EE	≤13	14-23	≥24
DP	≤ 2	3-8	≥ 9
PA	≥43	42-36	≤35
Social Services			
EE	≤16	17-27	≥28
DP	≤ 5	6-10	≥11
PA	≥37	36-30	≤29
Medicine			
EE	≤18	19-26	≥27
DP	≤ 5	6-9	≥10
PA	≥40	39-34	≤33
Mental Health			
EE	≤13	14-20	≥21
DP	≤ 4	5-7	≥ 8
PA	≥34	33-29	≤28
Other			
EE	≤16	17-27	≥28
DP	≤ 5	6-10	≥11
PA	≥40	39-34	≤33

[1] Occupations represented in the normative samples include 4163 teachers (elementary and secondary, grades K-12), 635 post-secondary educators (college, professional schools), 1538 social service workers (social workers, child protective service workers), 1104 medical workers (physicians, nurses), 730 mental health workers (psychologists, psychotherapists, counselors, mental hospital staff, psychiatrists), and 2897 others (legal aid employees, attorneys, police officers, probation officers, ministers, librarians, and agency administrators).

[2] (EE) Emotional Exhaustion
(DP) Depersonalization
(PA) Personal Accomplishment

Maslach, Christina, and Susan E. Jackson. Maslach Burnout Inventory Manual 2d ed. Palo Alto: Consulting Psychologists Press, 1986.

APPENDIX G

CLUSTER COLLEGE INTERVIEWEES

CLUSTER COLLEGE INTERVIEWEES

Cypress College

Fred Calhoun, Director of Developmental Studies

Indian Valley College Campus, Marin Community College

Dr. George Kozitza, Vice-President, Administrative Services and Site Administrator
Dr. Jerry Burroni, Academic Senate President,
Consuelo Segal, Executive Secreatry to the Vice-President

Los Angeles Mission College

Lowell J. Erickson, President

Los Medanos Community College

Dr. Chester H. Case, President
Leonard Price, Academic Senate President

Northampton County Area Community College

Dr. Richard C. Richardson, Jr., founding president, now at Arizona State University

Oakton Community College

Dr. Thomas Tenhoeve, President
Dr. Dick Storinger, Dean of Communication

College of DuPage

Dr. Ronald Lemme, Vice-President of Planning and Information
Dr. Jura B. Vasilaiuskas, Science Instructor

APPENDIX H

CLUSTER COLLEGES' INTERVIEW RESPONSES

March 7, 1989

Tanya -
You have the essence of my reminiscences!
Chet

MAR 1989
RECEIVED

Chester H. Case,
President
Los Medanos College
2700 East Leland Road
Pittsburg, California 94565

Dear Dr. Case:

Thank you very much for your time and the information you provided in our phone conversation today regarding Los Medanos College s cluster system. I am working on my Major Applied Research Project (MARP) through Nova University and your comments are very helpful.

The focus of my MARP is a study of the burnout of Evergreen Valley College faculty in the San Jose/Evergreen Community College District in San Jose, California. A facet of this study is to determine the effect(s) of cluster systems on faculty burnout. As Los Medanos did use a cluster system initially, it was useful to hear your perceptions of its advantages and disadvantages for faculty.

Through our phone conversation, I understand that Los Medanos initially used clusters for governance and policy formation attempting to be as interciscipliinary as possible. The clusters provided a time and place for debate about policy issues. They were very active in the beginning as there needed to be much dialogue and discussion about many issues. The effect of the clusters was that it accelerated familiarity with the issues, thereby creating dialogue.

Subsequent to the first couple of years, the clusters atrophied. They declined as the procedural issues declined. They were abandoned to one large group. During the clusters period one cluster would feel left out when the other one brought issues to the plenary session after having thoroughly debated it. This created a pull to put everyone in the same room. Using clusters the way that Los Medanos did had a very positive effect in engaging the life of the institution, but a short life expectancy.

Los Medanos cluster system did contribute to a sense of overload for faculty because it added one more step to the decision-making process creating a "benign burnout." The use of clusters was abandoned to alleviate this added stress and as they were no longer needed to create the initial policies that shaped the institution.

As I may use some of this information in my MARP, will you please verify the accuracy of the above three paragraphs. If it is easiest for you just to sign the bottom of this page, that will be fine. If you care to make any alterations, deletions or additions, please do that. I am interested in any other judgments that you may have about the effect of cluster systems on faculty burnout.

Again, thank you for your generous assistance. Please feel free to contact me at Evergreen Valley College, 3095 Yerba Buena Road, San Jose, California 95135-1598, (408) 274-7900 x6609, if I can ever reciprocate in some way. I hope that you are feeling better.

Sincerely,

Tanya Johnson

Tanya Johnson

APPENDIX I

EVC FULL-TIME FACULTY INTERVIEW ASSESSMENT FORMS

This instrument is composed of 11 statements concerning your feelings about the academic culture of Evergreen Valley College. Please indicate in the space provided the degree to which the statement applies to your perceptions by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement.

_____ 1. Administrators and faculty give warmth and support to each other.

_____ 2. Faculty members give warmth and support to students.

_____ 3. Administrators, faculty, staff, and students have confidence in the integrity and competence of each other.

_____ 4. Recognition and reward for excellent performance by administrators or faculty is based on clearly understood criteria, standards, and evidence.

_____ 5. Complete, accurate, and meaningful information flows up, down, and across the institution.

_____ 6. Conflict exists between faculty.

_____ 7. Conflict exists between faculty and administrators.

_____ 8. People are willing to be open and honest with each other.

_____ 9. Faculty and students identify with EVC rather than with their own disciplines and majors.

_____ 10. Members of EVC feel a sense of family, a sense of oneness.

_____ 11. Members of EVC feel a sense of genuine sharing and caring about each other.

ORGANIZATIONAL ASSESSMENT

Please put a check (✓) by any item that you feel is descriptive of Evergreen Valley College.

_____ Continuously high stress levels.
_____ A norm of constantly giving to others.
_____ Discouragement of hierarchical staff interaction.
_____ Constant demands for perfection.
_____ Expectations of extra effort with minimal rewards.
_____ No reinforcement for suggestions on improving morale.
_____ Repetitive work activities.
_____ Minimal additional resources available for extra-effort tasks.
_____ Lack of encouragement for professional self-care.
_____ Discouragement of mutual participation.
_____ Evangelistic leadership styles.
_____ Policy changes unrelated to problem priority.
_____ Policy changes too frequent to be evaluated.
_____ Rigid role typing for workers.
_____ A belief that playfulness is unprofessional.
_____ Pervasive "isms" (ageism, sexism, nepotism, and so on).
_____ Emphasis on past successes.
_____ Constant shifting of ground rules for policy.
_____ Minimal emphasis on positive feedback.
_____ Minimal emphasis on comfort of environment.

Do you find yourself:

- ☐ Spending less time with family, friends, and colleagues?
- ☐ Experiencing headaches, backaches, muscle spasms, or digestive problems on a regular basis?
- ☐ Feeling tired and drained at the end of the day?
- ☐ Waking up tired, even after eight hours of sleep?
- ☐ Wanting to be away from home, work, family, friends, or life in general?
- ☐ Having an increasingly harder time concentrating on the job at hand?
- ☐ Sleeping and eating poorly?
- ☐ Using alcohol or drugs more frequently?
- ☐ Arguing or fighting frequently with family members, co-workers, or friends?
- ☐ Taking more and more time to get less and less done?
- ☐ Flying off the handle at your spouse, children, or co-workers over minor occurrences?
- ☐ Expressing cynical statements more frequently?
- ☐ Feeling there aren't enough hours in the day to get everything done?
- ☐ Expressing negative feelings about your relationships with your spouse, children, friends, or relatives?
- ☐ Fighting off many small illnesses frequently?
- ☐ Blaming others for your problems?
- ☐ Feeling hopeless about the future?

APPENDIX J

EVC FULL-TIME FACULTY INTERVIEW QUESTIONS

STUDY FOLLOW-UP INTERVIEW QUESTIONS

1. What gives you pleasure/satisfaction in this job?

2. What would you like to say to me about your job?

   Teaching?

   Students?

   Co-workers?

   Administrators?

3. What do you see as major contributors to any dissatisfaction you feel about your job?

4. Do you feel successful in your work? Please describe.

*5. Do you feel that you have opportunity for personal growth and development in this job? Please describe.

*6. How do you feel that the number of students you deal with affects your satisfaction with your work?

7. How would you change EVC to increase faculty vitality and satisfaction with their teaching? Please prioritize.

8. Do you consider leaving this position? Do you plan to? How soon?

9. What else needs to be talked about in regard to EVC faculty burnout?

APPENDIX K

1985 EVC FULL-TIME FACULTY MBI SCORES DICHOTOMIZED

AROUND THE STANDARDIZED MEANS

TABLE 4

Summary of Individual Faculty Scores Dichotomized Around the Standardized Means

n = 80

	LOW	HIGH		LOW	HIGH
EE:F	‹24.08	›24.08	EE:I	‹31.68	›31.68
Faculty	61	19		55	25
DP:F	‹ 9.40	› 9.40	DP:I	‹11.71	›11.71
Faculty	60	20		55	25
	HIGH	LOW		HIGH	LOW
PA:F	‹36.01	›36.01	PA:I	‹39.70	›39.70
Faculty	22	58		26	54

EE - emotional exhaustion; DP - depersonalization; PA - personal accomplishment. F - frequency I - intensity

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal accomplishment scores, the higher the degree of experienced burnout.

BIOGRAPHICAL SKETCH

Tanya Johnson was awarded her B.A. in speech and drama from San Jose State University in 1961 and her M.A. in speech communication from San Jose State University in 1974.

Ms. Johnson has taught communication studies courses in California community colleges and universities since 1974. Currently, she is an instructor of communication studies at Evergreen Valley College in the San Jose/Evergreen Community College District in San Jose, California. She teaches courses in: interpersonal communication, oral communication, intracultural communication, introduction to argument, business communication, small group communication, communication theory, overcoming speech anxiety, and listening skills. Additionally, she coordinates the communication studies discipline at Evergreen Valley College.

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